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ABSTRACT

Contained in this teaching guide are two units that offer teaching strategies and activities for use with severely and multiply mentally impaired elementary aged students. The with severely and multiply mentally impaired elementary aged students. The guide is intended to provide structured experiences to foster the use of augmentative and alternative communication systems. Introductory material provides information on curriculum philosophy, program model, and rationale. Activities are developed to build on three levels of performance/response: awareness, imitation, and self-initiation. Instructional methods stress precision teaching (task analysis) and effective group teaching. A sample classroom layout, instructions for making pillow chairs and a swing-out divider arm, and a sample schedule precede the specific unit on "back to school learning." The unit's four instructional objectives are (1) becoming familiar with staff, peers, and routine; (2) learning to use basic objects and equipment associated with school; (3) building a classroom "family'" and (4) building and strengthening each person's identity. Activities for this unit and for the "autumn antics" unit focus on "current events," "integrated arts," "discovery," and "home management." The "autumn antics" unit revolves around the concepts of autumn and apples, fall sports (football, World Series), fall leaves and their colors, and country life. Presented for each activity in both units are a general description, content area, materials, teaching suggestions (coded to behavioral objectives) and a form for recording the individual student's response to the activity. Instructional materials for duplication are appended to both units. (DB)

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BACK AT SCHOOL LEARNING!

(An Able teaching unit)

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prepared by: K. Argresta; M.D. Barringer, C. Kosal-Smither and K. Linn

Activity Based Language Experiences (A.B.L.E)

ABLE is a collection of teaching strategies and activities that have been developed to complement the Washtenaw Intermediate School District's bank of instructional objectives for severely multiply and mentally impaired students. The focus of the curriculum resource guide is to provide structured experiences that will foster the use of augmentative and alternative communication systems. The activities have been designed for use with elementary aged students who are designated as having profound mental retardation. These introductory materials will provide an overview of the basic philosophy of the curriculum activities, the program model and the rationale for the uses of the suggested curriculum activities and strategies.

Program philosophy

The basic value and philosophy that have guided the formation of this program model is that communication is the very essence of teaching, and perhaps the most valuable and basic skill that can be taught to the profoundly impaired child. Keeping with implications from current research, this approach to teaching looks at augmentative and alternative communication modes as a "second language", and realizes that the best time to introduce a second language is early in life. The developers of this program agree that a concept should be stressed across "curricular" areas, and skills should be taught in clusters as opposed to isolated objectives. One activity can be effective in both promoting the use of communication skills and teaching a cluster of skills. The activities emulate the unit teaching concept that is considered a "best practice" in elementary schools, thus moving in the direction of normalizing educational practice whenever possible while remaining true to the specialized needs of profoundly handicapped students. The activities used to provide individualized instruction to this population would also appear age and interest appropriate to nonhandicapped peers.

The profoundly handicapped learner needs to move from being a passive recipient of instruction to an active participant in the educational process. This is fostered, in part, through providing an expressive communication goal for every child in the classroom. Those individuals who are at a "pre-linquistic" stage will have

expressive communication goals selected from the curriculum **"Everyone Communicates"** by *Ann Heler* (available from the *Wayne County Intermediate School District* upon request). Additional philosophical values that influence this curriculum guide is the idea that children learn best by doing, by acting upon their environment. If the environment is accessible, if it is sufficiently interesting, and is based upon the interests and abilities of the students, it will demand by itself that the students will begin to learn and investigate. When staff present the activities with a genuine sense of fun, of sharing an interesting experience TOGETHER with the students, an affective and positive educational climate will be created where all students and staff will learn and grow. It is believed that the cornerstone of **fun**damental skills and **fun**ctional activities is **"fun"**. Indeed, education will be SPECIAL! Another important concept in this model is that although each child has an individualized program and will require some very specialized training experiences to meet unique needs and interests, group instruction is an equally important experience. Students will always be a part of a group; either as a family member, a classmate, a group home resident, a neighbor, a member of the community or as a fellow worker. Skills for participating in a group for social purposes as well as educational purposes need to be learned.

Theoretical basis

It follows from the brief discussion on underlying philosophical assumptions about learning that the theoretical basis for this curriculum program would be an **environmental point of view.** This orientation sees the child as one who acts upon his or her own environment and learns best from direct experiences. Ideally, instruction should take place in the actual environment (ie. cooking should occur in a kitchen), but the reality of our programs for the profoundly handicapped are that they are usually in self-contained classrooms in segregated facilities. Until students are placed in more appropriate environments, the developers of this curriculum guide have attempted to make the classrooms where instruction is delivered as exciting as possible. Educational programs based on an environmental orientation usually focus on the quality of the instructional environment and stress that it should be arranged to respond to the child's interests and level of ability. Classroom centers should provide a setting for varying types of instruction (ie. large group instruction, one to one individualized instruction, small group table work). The students should have access to materials in much of

the classrooms, and should undertake projects that help them learn how to learn as well as learn specific skills. Direct experience, experimentation, learning by discovery and active participation through a variety of opportunities where the child begins to choose to repeat what interests him are viewed as important in environmental program models and in this curriculum guide. Learning is facilitated when the child's level of competence can match the experiences provided to him.

Goals of the ABLE curriculum

These goals are expected outcomes of the curriculum program and should not be confused with the individualized educational programs of the students that are based on the Washtenaw High Point Instructional Objectives. As a result of using this resource activity guide with elementary aged students with profound retardation, it is hoped that the students entering into a secondary level program would have obtained these basic skills and abilities:

1. A consistent and spontaneous use of a communication system that has been selected to match the student's unique strengths and needs.
2. The ability to respond to instruction delivered in a variety of learning settings common to a classroom; large group instruction, small group instruction and individualized one to one training.
3. Mastery of basic food management, domestic management and personal management skills.
4. The development of preferences, of "likes and dislikes", along with the ability to make a choice among activities which will provide a foundation for leisure skill programming.
5. The ability to participate in a variety of arts activities in areas identified by the Very Special Arts Foundation of the Kennedy Foundation.
6. Independent use of applied work skills, which will provide a foundation for vocational programming.

The developers of the ABLE curriculum feel that a program that provides experiences and activities that complement instructional practices focusing on these program goals will give young students with profound mental impairment a solid foundation to successfully enter a program at the secondary level that stress the areas of work, leisure and personal management. By matching the development of activities to the type of programming the occurs in elementary

schools, teachers are able to work towards the goals of normalization and age appropriateness.

Curriculum and Materials

The basic premise of the ABLE curriculum is that communication is the essence of teaching. Everything we do in instruction involves conveying expectations (or a message) to students and expecting a response to that message. All the activities in the curriculum are designed to encourage the profoundly retarded student to become an active participant in the learning process rather than a passive recipient of stimuli. As a guideline for planning the large group activities, the developers have used the description of expected performance levels provided by the Very Special Arts foundation. Generally, they find that profoundly retarded individuals will fall into one of these three categories of performance/response:

AWARENESS; This level of response is designed to encourage the student to attend to and experience the activity.

IMITATION: This level of response is designed to demonstrate the process of duplicating the instructor's action or behavior. Imitation (modeling) is a primary method of instructing handicapped individuals.

SELF-INITIATION: This level is designed for the student to generate a response to a specific situation on the basis of past learning and minimal cues from the instructor.

All activities included in the teaching units were designed to accomodate these three performance levels. It is expected that the students will move through this hierarchy of performance, with the ideal goal being that all the students will perform at a self-initation level. In some of the classrooms that have used this curriculum, small group teaching has been based on providing instruction to students who have been grouped homogenously by performance level.

The core curriculum areas have been developed using an educational content areas approach. Not all the content areas have activties that relate to the unit teaching approach of ABLE, as some instruction is just not conducive to a unit or theme approach. The starred content

areas indicate those for which theme teaching activities have been organized:

VOCATIONAL (APPLIED WORK SKILLS)

Worktasks
Fine Motor/Manipulatives (Occupational Therapy goals)
Vocational Training (Objectives selected from High Point curriculum)

INTEGRATED ARTS

Music sessions*
Creative Dance (curriculum written by M.D. Barringer/WCISD)
Visual Arts*
Social/Leisure*
Adapted Physical Education (follows A.P.E. Teacher's program)

HOME MANAGEMENT

Self care programs
Housekeeping *
Cooking*
Food Management (meal set-up, eating lunch, serving food, etc.)

DISCOVERY

Perceptual Motor Training (often, Occupational Therapy goals)
Sensory Stimulation*

CURRENT EVENTS

Language group* (group activity introducing theme concepts)
Theme Teaching* (group activity reinforcing vocabulary from language group)
Social/Seasonal* (planned social event that connects to current events)

Each activity also has a reference to an instructional objective found in the Washtenaw ISD High Point curriculum bank. The activities also have boxes on the bottom of the sheet where the teacher can list the student's name and expected response to the activity. For example, what specific skills will be taught to Patty during the language activity on classroom objects? What skills will be taught to

Lavell? The teacher then can mark a plus or minus in the box following the activity to indicate if the student performed according to the expectations prescribed on his/her IEP.

The teaching units that have been developed for the starred content areas have activities organized around these themes:

Back to School (classroom routines, friends, building a classroom family)
Autumn (fall sports, apples, leaves)
Halloween (tricks and treats, party)
Family
Thanksgiving (autumn foods, giving thanks, eating with a family group)
Christmas (concept of giving, Christmas around the world, Christmas at home).
Winter (winter outdoors, winter indoors, winter clothing)
Celebrations (concept of love, Valentine's Day, Chinese New Year, Mardi Gras)
Black History (concept of brotherhood/friend, Kwanza Celebration)
Circus (circus animals, clowns)
St. Patricks Day
Plants (green, how things grow)
Spring (weather changes, nature)
Easter
Playtime (kites and parks, zoo, ball games, picnic)
Travelin' Around (vacations and travel by car, boat, plane, train)

The arrangement of the classroom environment to conduct these activities can be illustrated by the design in Figure 1. Essential elements are an area that is designated for large group instruction (ie. the current events area), a maximum of three tables for small group work, an area for cooking and food management, and shelves that are nearby the small group work area so students can have accessible materials available. The scheduling of the activities can vary to accomodate the particular needs of each classroom, but the units have been designed to correspond to the schedule in Figure 2. which was the one used in the first demonstration classroom. The developers encourage the staff using these units to begin the week with the large language activity on Monday morning, as it has been designed to introduce the week's activities. Ending the week (Friday afternoon) with an activity from the social/seasonal selections is also

highly encouraged, as these activities have been developed to serve as a "culminating" experience for the teaching unit.

Much of the equipment is teacher made, although some minimum materials are needed. The developers suggest that the teacher try to obtain as much of the following equipment as possible:

supply of arts materials (paste, paints, construction paper, clay, crayons)
stand up easel (for language group, storytelling and cooking classes)
WOLF-VOCA ($275.00 from Wayne County Intermediate School District; programmed to provide a voice output of the language boards included in the units)
tape cassette (to use with the music lessons that should be recorded on cassette tape)
collection of photographic picture cards
(the Total Curriculum from Communication Skill Builders is recommended if at all possible, as the activities refer to some of the ancillary materials that are provided in the curriculum package)
Washtenaw Intermediate School District's Curriculum for SMI/SXI
a book of basic sign vocabulary

Instructional methods

Staff using this curriculum should be familiar in using techniques of precision teaching (task analysis) as well as effective group teaching. During the group teaching periods, the instructor needs to be able to maintain each student's focus of instruction while responding to the needs of the group. The activity sheets are designed to assist the staff in achieving this. Additionally, principles of behavior management are used in all aspects of instruction. If the students have had very little exposure to group instruction, staff may have to use primary reinforcers (edibles) during the intial sessions to build appropriate in-seat and attending behaviors. However, experience has shown that the activities and ability to be actively involved in group instruction take on a reinforcing quality all of their own and that the edible reinforcement can be easily faded out.

Two group activities have a unique instructional structure. The music lessons follow an eight song format that has been developed by Gail Bettonn, a music therapist from New York city. The songs

selected all have a particular instructional focus, and this is explained in the booklet Record Success: Teaching to Music by M.D. Barringer. The cooking classes follow an adult education format, where activities have been selected to teach specific skills rather than having a recipe focus. The students are grouped into three basic groups that relate to the three levels of performance described earlier. These are "cook" (awareness level), "chef" (imitation level) and "master chef" (self-initiation level). Students prepare food according to their performance level. When a student can prepare a recipe with either the materials displayed or with complete independence, the recipe is copied and placed in a "cookbook" that will go home with the student at the end of the school year. All the recipes are sequential in steps and build upon previous skills learned. The recipes often tie into the theme of the teaching unit. For example, in March, one of the units is St. Patrick's Day, and the cooking skill stressed in March is shaking. One recipe in the unit is for Shamrock Shakes. The skills stressed each month in cooking can be found in the teaching unit.

Staff preparation and training

Staff need to have little inservice training to use this curriculum guide, as most of the activities are self-explanatory. Classrooms participating in the field-test sites will receive copies of the music lessons along with the monthly plan. The teacher needs to read the calendar outline at the beginning of the unit to determine the amount of materials that need to be obtained or made for the unit. This usually involves the purchase of the food supplies for the cooking activities, making of posters for language group or cooking, decorating the current events area, and preparing the language boards for the students. The teacher also needs to review the activities and to note on the sheets how each student will be expected to perform and which objectives will be stressed.

Teachers will be asked to complete an evaluation form that will accompany each unit, and to include any additional activities that they have done or will do in the future with the particular unit. This will be returned to the developers of the curriculum for inclusion in the final draft.

The final aspect of preparation for staff is the accompanying materials that will go home with the student. Each student will have a language board that will go home. Weekly "experience stories"

accompany any art work that corresponds to the unit. There are several community experiences that should accompany the unit activities that will require home/school/community coordination. The staff should write a weekly suggestion to parents/guardians on how to do a similiar activity at home.

Summary

This curriculum guide has attempted to follow a program model based on the value of communication and direct experience in learning and on the use of an environmental theoretical base. Using a program model will assist teachers in deciding whether or not the use of these curriculum strategies will complement and support their own educational philosophy of programming for elementary aged students with profound mental retardation. The program goals allow the staff to see the direction that their instruction is heading, and to formulate a vision of what the expected outcomes are. This will help evaluate the usefulness of this approach. Program models are always developed as ideals, and will take shape only under the guidance of commited staff who share a similiar perspective. The curriculum will gain in effectiveness when staff share their successes and additional ideas in the ongoing revision and monitoring. We invite you to take part in the formation of this ABLE resource guide.

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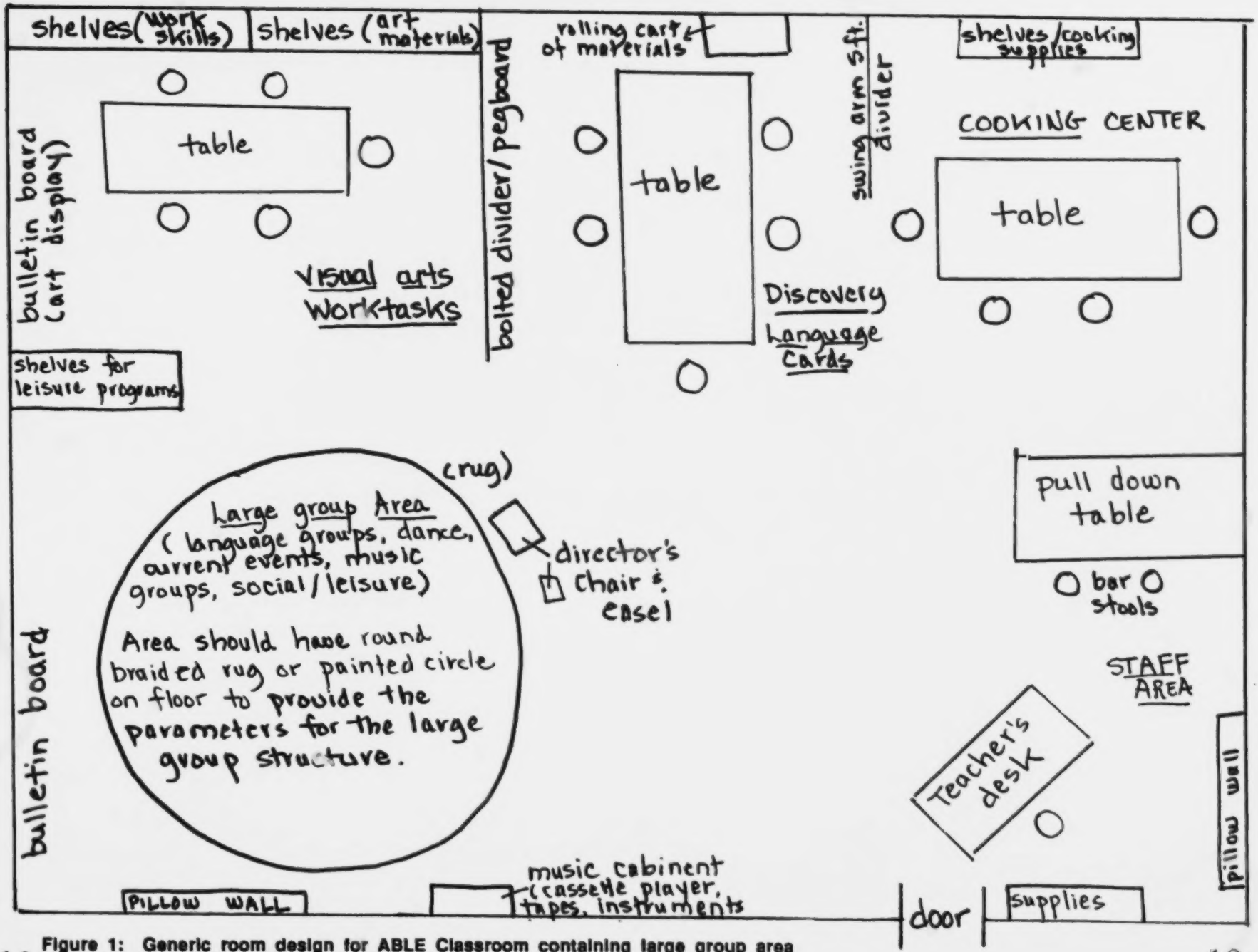


Figure 1: Generic room design for ABLE Classroom containing large group area small group teaching area, and individual settings.

PILLOW CHAIR AND PILLOW WALL

The pillows you made in the pillows project can also be used to make chairs and a pillow wall. Let your imagination lead you to other ways of building with pillows.

Materials

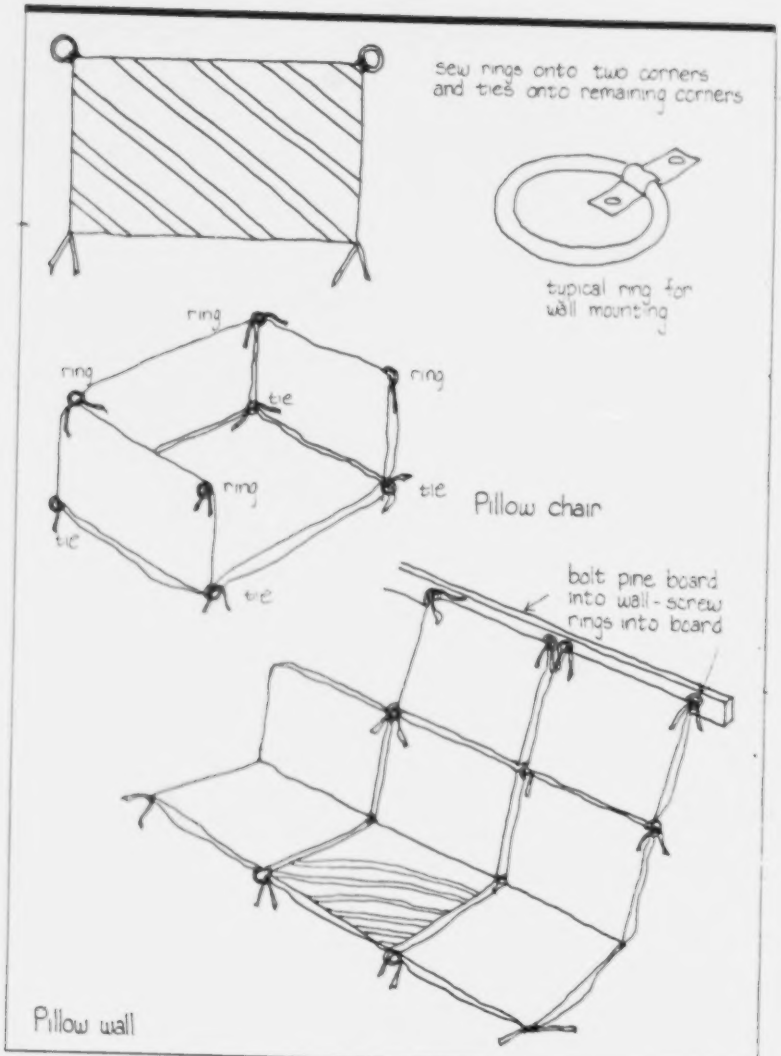
- pillows (see preceding project) (2 per chair, 4 for chair with sides)
- 1" metal rings (2 rings for each pillow)
- cotton webbing for ties (1 yd. for each pillow)
- 1 strip of 1" x 3" pine the length of desired pillow wall
- metal rings with screw plates and screws (2 for each chair) (if you're making a wall, 2 chairs can share rings. See diagram.)
- two 4" molly bolts for each 8' of pillow wall

Tools

- needle and middle-weight cotton or poly cotton thread
- drill with 5/8" bit
- screwdriver

Construction

1. Sew rings onto two corners of one long side of each pillow; sew 18" ties (one 18" piece folded in half and sewn on fold line) of cotton webbing onto remaining corners on the other long side of pillow.
2. Tie pillows together as shown in diagram to make a chair. Make chairs with or without sides.
3. Bolt pine board to the wall at a height equal to the height of chair by drilling holes and inserting molly bolts.
4. Screw metal rings into the board at intervals equal to the length of your pillows.
5. Tie pillows onto wall-mounted rings and onto each other to form a seating wall.



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SWING-OUT DIVIDER ARM

Here's a divider you can swing out into the room when you need it and flatten against the wall when you don't. It's made of inexpensive, lightweight plastic (PVC) pipe, which is available in plumbing supply houses and many lumberyards and hardware stores. Hang banners from it or tie posters (two glued back to back) on it.

Materials

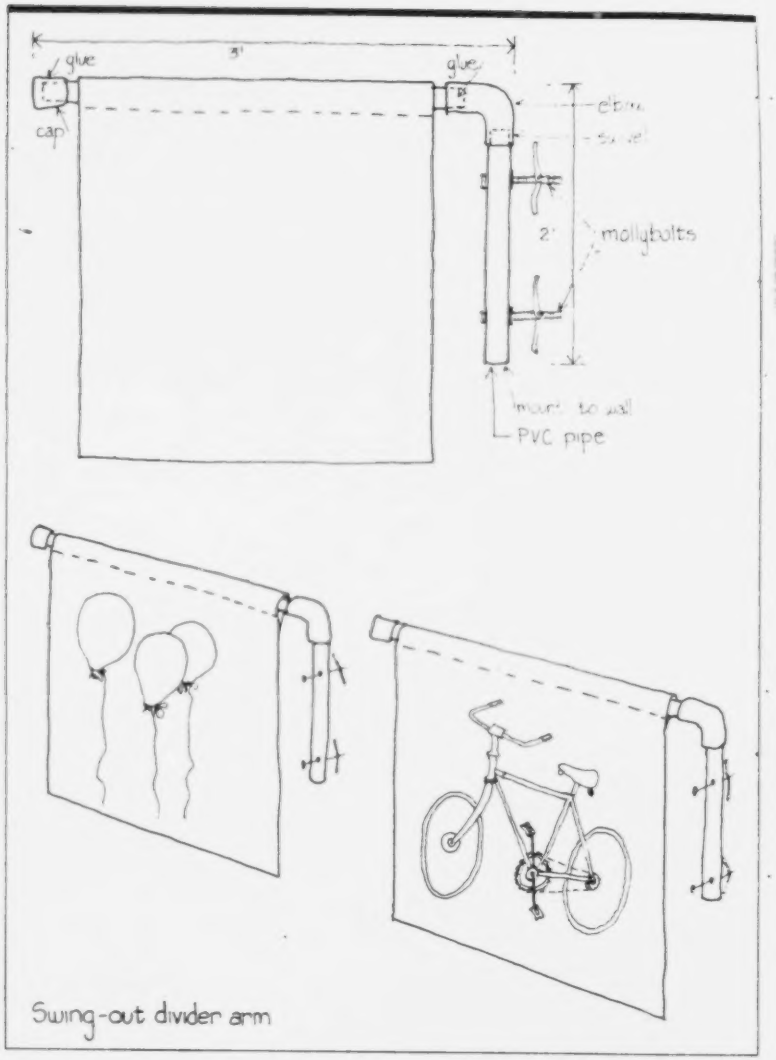
1 length of 1½" PVC pipe (It comes in 10' lengths; one piece makes two divider arms.)
sandpaper
pipe glue (available from plumbing supply dealer)
1 PVC cap for each arm
1 PVC elbow for each arm
2 molly bolts, approx. 5" long (Calculate actual size needed by allowing 2" clearance plus the thickness of the wall into which you're bolting it.)
eight ¼" metal washers

Tools

hacksaw
drill

Construction

1. Cut one piece of pipe 3' long and one 2' long.
2. Sand rough edges of pipe.
3. Glue cap on one end of 3' pipe.
4. Glue elbow to the other end of 3' pipe.
5. Drill ¼" holes 3" from each end of the 2' pipe.
6. Drill holes in wall at chosen point of mounting.
7. Push molly bolts through holes in pipe, put four washers onto each bolt (washers provide clearance for swing) and affix to wall.
8. Set elbow on mounted pipe (see diagram). Don't glue it in place.
9. Slip banner over arm or punch holes in top of posters and tie to arm.
10. Swing in and out. Use one as a divider or use two, mounted and several feet apart, to create an enclosed space.



Swing-out divider arm

Theme Notes	Monday	Tuesday	Wednesday	Thursday	Friday
aterials needed for week, irthdays, special events, thnic focus, other related ctivities for week. ① buy cooking materials (bread, squeeze bottles, jelly) ② Send boards home	9:00–9:45 Students will locate seat. Students will	lockers, remove outerwear, be toileted, wash hands and	place outerwear in lockers, return to room. Take daily	(data cards in lockers should be marked); enter room and find attendance and lunch slip to office. Individual work occurs.	
9:45–10:30 LANGUAGE GROUP Entire group "Welcome Back to School"		SOCIAL/LEISURE Snd program in social-leisure room S.O.S. Discovery - Getting to know you	(10:15) LANGUAGE CARDS Communication program with Speech Therapist	(10:15) THEME TEACHING "This is What We Do at School"	WORKTASKS/DECISIONS
10:30–11:00 LANGUAGE GOAL CARDS Divide into 3 groups and work on the communication program with speech therapist		FINE MOTOR Work on program with O.T. VOCATIONAL go to workshop	COOKING CLASS Squeezable Sandwiches	HOUSEKEEPING, Fine M. go to Homemaking area O.T. goals	COOKING CLASS Squeezable Sandwiches
11:00–11:15 LUNCHTIME PREPARATION: Students will wash hands at and sign "eat". They will open lunches independentl 11:15–12:30 LUNCHTIME: Students will eat lunch, throw out lunch to lunchroom programs. Students will then be toile applying makeup, lotion, brushing teeth, washing fac			sink. Students will set the ta y. containers, take cups and spoon ted, and wash hands. Students e.	ble (placemats, utensils, cups). s to the sink, wash placemats and will then participate in grooming	Students will get lunchs table. NOTE: Please refer skills such as combing hair.
12:30–1:30 LEISURE TIME ACTIVITI ES: Art Learning Centers ① Creative movement program ③ Trips from Home program		① Stencil Sequence ② Viewpoint College	MUSIC (four choices) - listening center - instruments program - music tape - radio	CREATIVE DANCE Dance curriculum Creative movement	MUSIC TAPE LESSON "Be True to Your School"
1:30–2:15 MUSIC GROUP/ TSLI "Be True to Your School" large group area		GYM TIME adaptive P.E. program	WORKTASKS Individual programs / contracts	SOCIAL/LEISURE (drama, arts, storytelling) "My Story" "Conversation Cubes"	SOCIAL/SEASONAL Current Events: Whirlwind School Tour
2:15 DISMISSAL:					

Figure 2: Typical schedule in the ABLE Demonstration Classroom

Theme Notes	Monday	Tuesday	Wednesday	Thursday	Friday

Figure 2a: Planning sheet for designing time schedules for ABLE Classroom.

Theme Notes	Monday	Tuesday	Wednesday	Thursday	Friday
aterials needed for week, irthdays, special events, thnic focus, other related ctivities for week.	9:00–9:45 Students will locate seat. Students will	lockers, remove outerwear, be toileted, wash hands and	place outerwear in lockers, return to room. Take daily	(data cards in lockers should be marked), enter room and find attendance and lunch slip to office. Individual work occurs.	
9:45–10:30	LANGUAGE GROUP	SOCIAL/LEISURE S.O.S.	(10:15) LANGUAGE CARDS	(10:15) THEME TEACHING	WORKTASKS/DECISIONS
10:30–11:00	LANGUAGE GOAL CARDS	FINE MOTOR VOCATIONAL	COOKING CLASS	HOUSEKEEPING, Fine M.	COOKING CLASS
11:00–11:15	LUNCHTIME PREPARATION: Students will wash hands at		sink. Students will set the ta	ble (placemats, utensils, cups).	Students will get lunchs
11:15–12:30	LUNCHTIME: Students and sign "eat". They will open lunches independentl to lunchroom program s. Students will then be toile applying makeup, lotion, brushing teeth, washing fac	will eat lunch, throw out lunch	y. containers, take cups and spoon ted, and wash hands. Students w e.	s to the sink, wash placemats and ill then participate in grooming	table. NOTE: Please refer skills such as combing hair.
12:30–1:30	LEISURE TIME ACTIVITI ES:	Art Learning Centers	MUSIC (four choices)	CREATIVE DANCE	MUSIC TAPE LESSON
1:30–2:15	MUSIC GROUP/ TSLI	GYM TIME	WORKTASKS	SOCIAL/LEISURE (drama, arts, storytelling)	SOCIAL/SEASONAL
	2:15 DISMISSAL:				

Figure 2b: Completed schedule sheet that forms the basis of the ABLE Lesson Plan book.

INTRODUCTION TO THEME:

"Back at School Learning!" focuses on four basic concepts from which activities have been selected for the content area instructional objectives:

(1) Becoming familiar with staff, peers and routines
(2) Learning to use basic objects and equipment associated with school.
(3) Building a classroom "family"
(4) Building and strengthening each person's identity.

September is a time of re-establishing classroom rules and routines, and reorganizing schedules and staff responsibilities. Teachers will most likely be assessing student strengths and weaknesses, and determining appropriate instructional objectives from the content areas for each specific student. Parents are probably anticipating a happy school year for their child. This is the month to se a positive tone for the upcoming year with students, parents and other staff.

Vocabulary that will be stressed during the unit includes: bus, school, teacher, friend, work, draw; group, cooking, gym, music, housework, time

Sample language boards for group teaching or VOCA's are included at the end of this unit. These may be copied and sent home to parents and group homes for this unit.

Other resources that you may wish to use during this unit include the following movies, books and language posters:

MOVIES (Wayne Oakland Federated Library System)

Community Workers-School Helpers 1-2652
Louis James Hates School 1-2632
Starting School 2-1858
School Bus Safety 1.5-0256
School Lunchroom Manners 1-2593
School Days in Japan 1-1729
Harold and the Purple Crayon 1-2405

Books:

From the TOTAL curriculum (Communication Skill Builders)
TOTAL TALES: SCHOOL

LANGUAGE POSTER:

School Friends

Today was the day
For school to begin.
We met our new teacher
Who talks with a grin.

There is Amy and Sue
Keith, Kevin and Paul
As hard as I try
I can't remember them all.

It's really exciting
To have some new friends.
I'll know all their names
Before school ends.

(both "poster" poems written by Dick Wilmes)

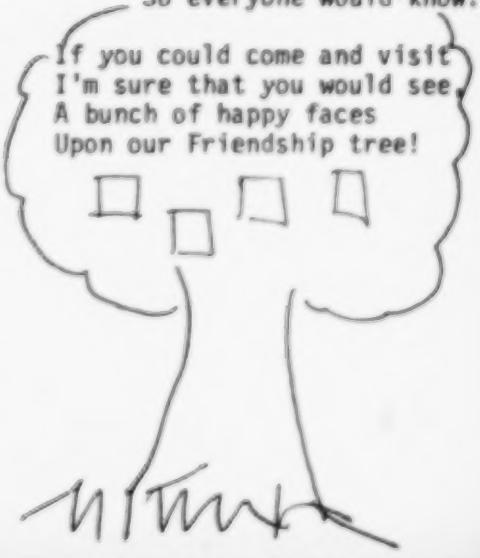
LANGUAGE POSTER:

"Friendship Tree"

We have a special thing at school
It's called a 'Friendship Tree'
It's filled with children's pictures
and one of them is ME!

Teacher took our picture
About a week ago,
And wrote our names
upon them.
So everyone would know!

If you could come and visit
I'm sure that you would see,
A bunch of happy faces
Upon our Friendship tree!



SCHEDULE OF ACTIVITIES FOR THE UNIT: Back at School Learning

Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
C.E./Lang. Group "Introduction to Theme" (45 min.) I.A/Music Group "Be True to Your School" (45 min.)	Dis./Sensory Stim. "Getting to Know You" (Group C: 45m) I.A/ Art Centers "Stencil Sequence" "Handprint Collage"	Cooking: Squeezing Jelly and Butter Sandwiches (30 min.)	C.E./ Theme Teaching "This is What We Do At School" (30 min I.A: "My Story" "Conversation Cube" H.M: Housekeeping	H.M: Cooking Jelly and Butter Sandwiches I.A./Music Group "Be True to School C.E. "School Tour"	Buy squeeze bottles of jelly and butter, get music tape, use teacher made story
C.E./Language Repeat of last week. I.A./Music Group "Be True to Your School"	Dis./Sensory Stim. "Special Times at School" (C: 45 min) I.A. "Object Rubbings", "Shake it, Baby" (1 hour)	H.M/ Cooking: Squeeze Lemonade (30 minutes)	C.E./Theme Teaching "Beat the Clock" I.A. "Teacher's Story"; Total Book, Experience Story	H.M:/Cooking: Lemonade I.A./Music group: "Be True to School" C.E. School Bulletin Board	Buy lemons and sugar, make recipe chart, make experience poster send stories home
C.E./Language "You are Special" (45 minutes) I.A./Music Group "Be True to Your School"	Dis./Sensory Stim. "We are a class" (C; 45min.) I.A. "Hand Tracing "Me Flags"	H.M./Cooking: Squeeze Sandwiches and lemonade. (30 min.)	C.E./Theme Teaching Repeat of portions of monday language I.A./ "My Story" "Me Parade" H.M./Housekeeping "Cleaning Tables"	H.M/Cooking: Lemonade and Sandwiches. I.A./Music group: "Be True to School" C.E./ School Pep Rally	Send home unit activity sheets, pompoms, and me flags for room, Group A/B: copy of music tape and lesson
25					26

CURRENT EVENTS

Cognitive: Acquires learning skills

1. Increases motivation to interact
2. Attends to instructor/task
3. Imitates vocalizations/actions
4. Matches objects/pictures
5. Identifies/makes choices among objects
6. Follows directions

Cognitive: Develops basic cognitive abilities

7. Acquires object permanence/searches for objects
8. Interacts with/represents objects and learns early play skills
9. Understands cause and effect relationships

Cognitive: Processes information relating to attributes

10. Matches/identifies/names colors
11. Names/demonstrates function of objects

Communication: Acquires functional/pragmatic language skills

12. Developes early communication/interaction skills
13. Uses single word utterances
14. Uses language to express feelings, needs, and to share information

Communication: Learns vocabulary

15. Learns nouns
16. Learns verbs
17. Learns prepositions

Communication: Learns non-verbal communication skills

18. Learns sign language
19. Learns to use communication boards
20. Learns to use electronic devices

Social: Improves interpersonal relationships

21. Improves interaction with adults
22. Improves interaction with peers

Leisure/Recreation: Participates in social/community activities

23. Participates in social activities (e.g. parties)
24. Attends community events/activities

Independent/Functional Living: Follows routines

25. Follows daily school schedule
26. Follows daily routine, including home maintenance tasks
27. Uses calendar to keep track of activities/performs non-daily maintenance routine
28. Follows seasonal/weather related routines

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: CURRENT EVENTS

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

"Welcome Back to School" This is a large language group activity. The group will review major components of the school day and curriculum areas, and identify real objects that are used during the content times during the day. Materials needed include: Basket or box, pictures and real objects that correspond with curriculum areas being taught this school year (MUSIC: bells and maraca; COOKING: spoon and bowl; SELF-CARE: comb, toothbrush, hat; HOMEMAKING: broom, dustcloth, bed)

1. Begin by establishing that we are all in a group with our "friends" and "teachers". Call each student's name and have them use their selected response mode to indicate awareness of this. (2, 3, 12, 21).
2. Instruct the students to "shake hands/touch a friend" in the classroom- use the students name again. (1,3,6, 22).
3. Explain to the group that they have lots to learn this year in Room____. Tell how you brought a basket of things we will be learning to do or use this year. Ask students to pull an item out of the basket ("Show me what you use in music!" or "Show me what you use when we cook") Repeat for all the curriculum areas. (2, 3, 5, 6, 7)
4. Using pictures you have selected, have the students "name" (using selected response mode) the various rooms in the school. (3, 12, 15, 18, 19, 20,25)
5. Using pictures of various rooms, have students select item used in that room or center. They can label the item and demonstrate the function (5,6,7,11,14, 15). Some students may wish to find an item and match it to the picture of the same item that is displayed with the picture of the room/center. (4, 5, 6)
6. End the activity by stating/signing that "Group time is finished". Instruct group to go to next activity/center to ease into transition time.

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

"This is What We Do At School" This is a large group language activity that is specifically designed to reinforce concepts that have been identified during the unit. Materials needed include communication boards, large pictures of actions described in the song (riding bus/car, eating lunch, making bed, painting picture, dancing/dinging, cooking)

1. Begin by describing how we are all in group with friends and teachers to learn. Call each student's name (2, 3, 12, 21).
2. Review, using key signs and pictures from large communication board, what activities we do at school.
3. Tell the group we are going to sing a song about the things we do at school. Each student will have a turn to be part of the song. They can participate by:
   -imitating action of teacher with object (3, 11)
   -pointing to picture on large chart as groups sings/signs verse (4, 19)
   -use signs or picture board (18, 19, 20)
4. Teachers sing the following song and dramatize the verses while including students:
   THIS IS WHAT WE DO AT SCHOOL (Tune= Mulberry Bush)

   "This is the way we go to school, go to school, go to school"
   "This is the way we go to school, so early in the morning" (Point to picture of riding bus, or imitating sitting on bus, point to picture on board of schoolbus)

   Second verse: "eat our lunch"
   Third verse: "cook our snack"
   Fourth verse: "make the bed"
   Fifth verse: "paint a picture"
   Sixth verse: "listen to music"
   Seventh verse: "greet a friend"
   Eight verse: "do our jobs/work" (Vocational picture)

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

"Whirlwind School Tour" This is a large group activity that will acquaint the students with the special rooms and people in the school. This is primarily a language activity, but should also stress social skills.

1. Get the group together explaining that we are going to go for a "walk through the school" Have students repeat phrase "walk school" using individualized response mode. Ask them "What are we going to do as a group?" (13, 15, 16, 18, 19, 20)
2. Tell the group the route that you are going to take (office, gym, nurse's room, bathrooms, maintence room and any other special rooms). Show pictures that may be associated with each room. (ie. office: typewriter, secretary, telephone) Describe one function of each special place. (15, 16, 2).
3. Begin walk through school. Name each place visited. (15) Ask students to identify the place (13, 18, 19). See if any of your pictures match objects in the place (4) See if students can select named objects or match the picture to the object (4,5,6).
4. Demonstrate appropriate greetings to people in these special rooms. Tell the group their names and have them say hello, shake hand, whatever is appropriate (21).

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

"Beat the Clock" This is a large group language activity designed to last about thirty minutes. The student's will be asked to either demonstrate the function of an object or perform a simple school routine BEFORE a timer goes off. Ideally, the staff should use the song "30 second Challenge" by Hap Palmer (from Learning Basic Skills Through Music. Volume 5).

1. Begin by establishing that we are all in a group with our "classroom family" of friends and teachers. Call each student's name and encourage a response (2, 3, 12, 21).
2. Explain to the group that during the school day, they are often asked to use certain objects or follow specific directions. Demonstrate a couple of actions that will be in the game (1, 2).
3. Using the timer or "30 Second Challenge" song, have each student perform a task. Here are some suggestions:

Demonstrate function of object
(1, 2, 3, 6, 11)

-spoon and bowl
-maraca
-comb
-toothbrush
-chair
-sponge
-broom
-hat

Follow command
(1, 2, 6, 26)

-pick up a pencil
-turn off/on light
-walk to door
-put chair on table
-throw away trash
-take item to a shelf
-wipe a table

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: CURRENT EVENTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

"Mapping Out Our Place in the School" This is a large group activity that will follow up the "Whirlwind Tour" activity. It is primarily a language activity that should also stress some social skills. Prior to the group activity, the class bulletin board should be covered with butcher block paper. Cut outs of students, staff (1 for each), school rooms should be available.

1. Get the group together and explain that we are going to "draw a picture map of our school". Have the students repeat "draw school" using individualized response mode. Ask them "What are we going to do?" (13, 15, 16, 18, 19, 20)
2. Using pictures from the "Whirlwind School Tour" activity, review the different rooms and special people in the school. (1, 2, 15, 18, 19)
3. The leader should draw the outline on the bulletin board. Have the group select specific pictures/cutouts that you name and bring it up to be put on the map. (2, 4, 6)
4. After all rooms/places that you want are on the board, tell each student what special place you noticed they liked (Try to recall this information from the school tour) "Dave, you really like to take the lunchslip to the OFFICE" Come up and put your cutout in the OFFICE." Do this for all students (2, 3, 6, 14, 15, 21)

Individual Student's Expected Response to Activity:

INTEGRATED ARTS

Social: Develops positive self-concept

1. Moves through stages of attachment, spearation and early independence
2. Increases self-awareness
3. Behaves appropriately when expressing feelings
4. Participates in class activities

Social: Improves interpersonal relationships

5. Improves interaction with adults
6. Improves interaction with peers

Social: Improves classroom behavior and learns self-control

7. Improves classroom behavior (e.g. attends to and completes tasks)

Leisure/Recreation: Learns general skills related to preparing for/accessing leisure/recreation activities

8. Prepares to participate in leisure/recreation activity
9. Accesses leisure/recreation activity

Leisure/Recreation: Listens/watches/reads for entertainment

10. Listens to tapes, radio, records/watches TV
11. Looks at/reads books

Leisure/Recreation: Develops art/craft/drama/music skills

12. Learns art skills
13. Learns craft skills
14. Role plays/develops drama and music skills

Communication: Learns non-vocal communication skills

15. Learns sign language
16. Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
17. Learns to use electronic devices for communication

Cognitive: Acquires learning skills

18. Increases motivation to interact
19. Attends to instructor/task
20. Imitates vocalizations/actions
21. Matches objects/pictures
22. Identifies/makes choices among objects
23. Follows directions

INTEGRATED ARTS (continued)

Cognitive: Develops basic cognitive abilities

24. Interacts with/represents objects and learns early play skills
25. Looks at books
26. Attends to/retells stories/events

Cognitive: Processes information relating to attributes

27. Matches/identifies/names colors
28. Matches/identifies/names shapes
29. Names/demonstrates function of object

Fine Motor: Develops basic hand and arm movements

30. Learns/improves/maintains reaching skills
31. Learns/improves/maintains ability to grasp and release objects

Fine Motor: Improves object manipulation & bilateral hand coordination

32. Learns/improves/maintains ability to manipulate objects
33. Learns/improves/maintains ability to use tools to perform tasks

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

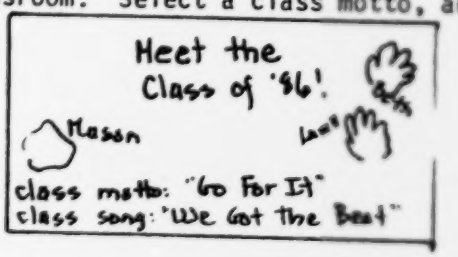
These activities are designed for the students to complete in small groups (5:1) during art times. Two activities are presented.

"Stencil Sequence" (Use white computer paper, stencils of bus, school, house that have been made with cutouts from WCISD/PRC, crayons)

1. Use the stencils with the students in one of two ways: Color over the stencil and lift it up to see the shape made OR color over the "object" and lift off the see the contrast. (12, 18, 19, 23, 31, 32). Ask the student what the object is he made...what color is it? (15, 16, 27). Print the name of the object on the sheet and tell the student the name. Talk about the school routine: you get up at "home" (show picture of house stencil); get on the "bus" (show picture of "bus" stencil) and come to "School" (show picture of school stencil) (26). Ask the student to put the stencils in the order of his daily routine with school (26). Staple together. Title the three pictures "_____comes to School"

"Handprint Collage" (Use a large piece of butcher block paper, finger paint in school colors).

1. The students are going to place their hand in one of the colors of the paint and make a handprint on the paper, which will become a classroom banner. Ask the student to choose a color (5). Have him place his "hand" in the paint (30). Press on the paper. Exclaim "Beth...That is YOUR handprint!" (2) Write the student's name by the handprint. Display the finished collage outside the classroom. Select a class motto, and class song!



Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

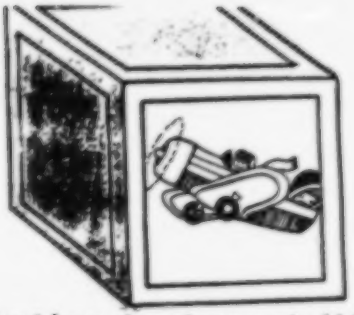
"Shake it Baby!" Each student will create a pompom to use during the music lesson and with other upcoming activities (creative dance, fall sports and at pep rallies and sporting events). Purchase dowels and rolls of crepe paper in the school colors. This activity is best done in a small group (5 to 1 ratio).

1. Have each student select the color they wish to tear (do this everytime, so you are providing MANY opportunities to make choices). (18, 19, 20, 22,23,) Unroll some of the crepe paper and have the student rip it off the roll (30,31,32).
2. Drop the crepepaper streamers into a large bag to use later during the assembly of the pompom. (19, 23, 30,31)
3. During assembly, have students select steamers that will be taped or stapled to a dowel or a handle made from a plastic milk jug. (This is for students who have difficulty grasping.) (19, 23, 30, 31)
4. Demonstrate how to hold and shake the dowel. (18, 19, 20, 31,32, 24). Have the students shake in front of their body, with arms extended upward. Write each students name on the pompom.

These will be used during the music lesson "Be True to Your School" and during the creative dance lesson exploring different levels of movement. Call names when you pass out the pompoms and collect them (19, 31).

At the end of the unit, the pompoms will be sent home so students can use them while watching football and basketball on television, or at community school sporting events they may attend with family or group home.

Individual Student's Expected Response to Activity:



UNIT: BACK AT SCHOOL LEARNING

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

This activity has two parts and is designed to be used during a social/leisure time period. The focus is on storytelling and stressing self-awareness and peer interaction. The teacher should have prepared a teacher-made story titled "Things I know about School". Each page should have a single picture (photo preferred) about the things that the student knows at school. Here is a format to get started:

a. "I know where to hang my jacket".
b. "I know who my teachers are."
c. " I know how to listen to music."
d. "I know how to make a sandwich."

Each page will have a picture to correspond with the phrase that is printed out. On the back, the teacher can make specific suggestions on how to adapt the story to the class.

1. Read each page. Ask who knows where to hang their jacket. Have them indicate by appropriate response mode. Repeat for every page.(11, 19, 25, 26).
2. Go around group and tell something that each student knows how to do. If time, ask the student to demonstrate the identified task. (5, 19, 20, 23)

"Conversation Cube" (Get a cube the measures 6"x6"x6", or one of the photo cubes. Put pictures of the students in the cube. You will probably need three or four.)

1. Have a student come up to the front of the group. He will roll the cube. Whoever's face appears is the student he must go and find, and shake their hand. Tell the student "That is _____'s picture. Go find your friend." (6, 18, 23, 30, 31)

2. A variation of the conversation cube is using pictures of different areas in the classroom that the student will have to walk to when it is rolled. (4, 19 23).

This activity is done during a large group but can also be conducted with smaller groups.

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

These activities are designed for the students to complete in small groups (5:1). Two are presented here:

"OBJECT RUBBINGS" (Use white onion-skin typing paper, crayons, various objects: key, pencil, paperclips, penney, comb, scissors, etc.)

1. Have the students identify the objects (15, 16, 18, 19, 20, 22).
2. Have him select an object (22) and put a piece of white paper over it (23, 30, 31). He then selects a crayon and makes a rubbing over the object on the paper (12, 20, 23, 32).
3. See if the student can identify the object by looking at the rubbing (21). Repeat the sequence for several objects.

"HAND TRACINGS" (Use construction paper, white paper, crayons, scissiors, tape)

1. Have the student select a color of construction paper to have his hands traced (2, 4, 22, 30) OR Have the student have his hands traced on white paper (2, 4, 30) and let him color it (12, 31,33).
2. Mark the student's name on the two hands. Assist him in cutting the prints out (32,33).
3. Go with the student and tape the hands on some place in the room he likes to have his hands (ie. Patty on the toy drawer, Lavell on the food cupboard). Periodically through the unit, see if the students can recognize and/or match their handprints (2,21)

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

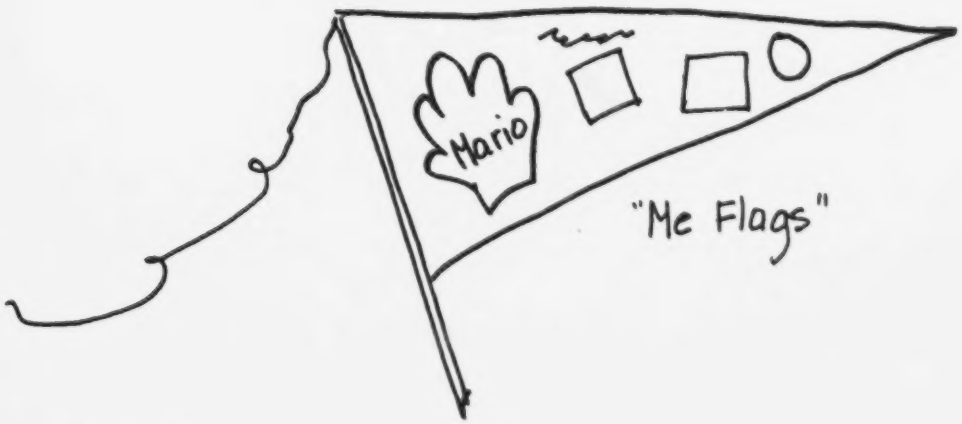
CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

"Me Flags" At school we like to make each student feel that they are something special. This activity is from Scholastic magazine PRE-K TODAY, September issue. Gather the following materials: construction paper in various colors cut in pennant shapes, markers, ribbons, crayons, old magazines, scissors, material scraps, assorted construction paper scraps. Use dowels for flag poles (or rolled up tubes of taped newspaper). This activity is best done in a small group (5:1).

1. Talk with the small group about the things that make people special: the way they look, the things they eat, play with and do. Use an example for each student in your group (2, 18, 19). Tell them that they are going to make a special pennant for their room to tell everyone how special they are.
2. Have each student select a favorite color of the pennant shaped construction paper. Ask the students to select pictures from the magazines of favorite items, food, people, pets, activities, etc. Encourage them to use the various material scraps to represent their favorite colors and patterns. (2, 7, 12, 19, 20, 22, 23, 27, 30, 31).
3. Finish the activity by tracing their handprint and name on their flag. Staple it to the stick and PRESTO...they have their flag all ready for the "Me Parade".



Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

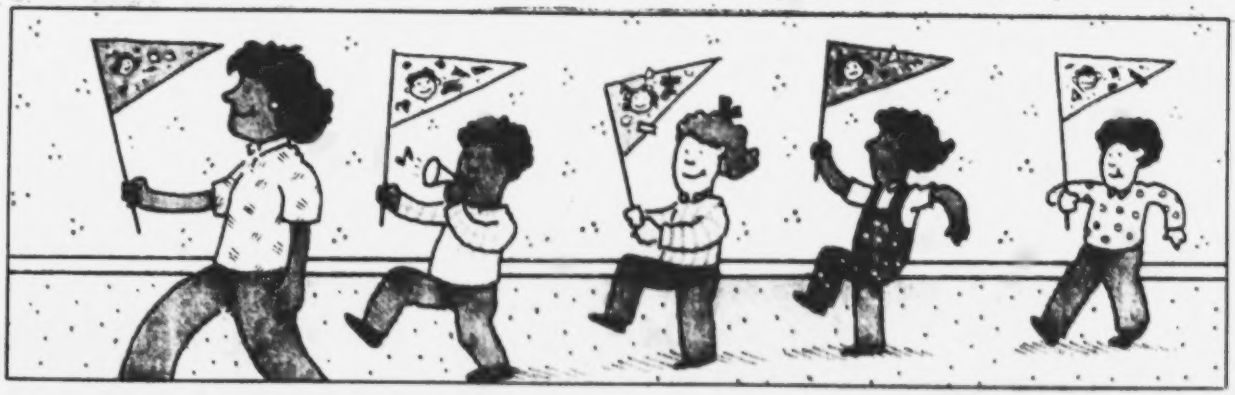
CONTENT: INTEGRATED ARTS

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

"Having the Me Parade" This activity has two parts and is designed to be used during a social/leisure time period. The focus includes storytelling and "play" activities stressing self-awareness.

1. Re-read the story from the previous lesson titled "Things I Know About School". When you finished, stress the fact that each student knows something very special about school. Go around the group, call the student's name, and tell him one special thing. (2, 4, 5, 11, 19, 25, 26).
2. Play the record selection "I Like Me" from the album Ideas, Thoughts and Feelings (Hap Palmer). Point to each student during the selection and repeat a special thing you like about them. (2, 5, 19,)
3. The teacher should show the "Me Flags" to the group. Let each student identify their flag when held up by the teacher. (2, 19, 22)
4. Have a "Me Parade". Have each student walk from one spot to another in front of the group carrying their "Me Flags". Mark "start and finish" spots on the floor with tape. The staff will select the students and sing this song while they are marching: "THERE'S SOMEONE SPECIAL (to the tune of "Comin' Round the Mountain") "There's someone special marching by right now. Oh there's someone special marching by right now!--It's Kathy Johnson, Kathy Johnson, Kathy Johnson, Kathy Johnson-- It's Kathy Johnson marching by right now!" (Sing for each student!)



Individual Student's Expected Response to Activity:

MUSIC THEME: "BE TRUE TO YOUR SCHOOL!"

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES: (4, 5, 6, 9, 14, 15, 16, 18, 19,20,23)

1) The student will improve understanding of simple commands.
2) The student will improve ability to imitate sounds.
3) The student will indicate a preference for a music selection during the music sessions.
4) The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

1) "Be True to Your School!" (Beach Boys, 45 RPM). This song indicates the music session is about to start. The theme of this particular session is on school related activities. During the opening song, pass out pompoms for students to shake. Emphasize the sign "school".

2) "Dance Medley" (Greg Scelesca and Steve Millang, from the album We All Live Together, Vol. IV.) This gross motor song will be a "class review" of all the summertime moves that occured over vacation. The song starts with the "Schoolhouse Twist", (have students move limbs up and down and twist). During the "dance medley", the teacher may wish to have one student come up and model the actions for the following dances: Elephant Walk, The Swim, Duck Walk, Stroll (put on hat and sunglasses) and jig. End the selection by having everyone dance their favorite summertime dance.

3) "Sounds from A-Z" (Rosenshontz, from the album Share It!). "There's a sound for every letter in the alphabet, a sound from you, a sound from me". Students can make an attempt to imitate the various sounds the group leader makes. Put their hand to your throat so they can feel the "vocal" sounds.

4) "What Is Your Name?" (Hap Palmer, from the album Learning Basic Skills Through Music, Vol. I). Every classroom needs to get acquainted at school, so here's an opportunity to learn everyone's name. The group leader will point to a specific student and sign/sing the phrase "What Is Your Name?" The student will respond with a name or signed response. If the student cannot respond at all, the staff will yell the students name when he is pointed to and expect the student to respond to his name being called.

5) "Look Around" (Lou Stallman, from the album Learning Basic Awareness Through Music). This song has a "one-step command" to look around and get acquainted with objects and people in the classroom. There is one stanza that is open-ended so the group leader may add specific items for the group to locate. Objects may be located by pointing or visual tracking.

6) "What a Wonderful World" (Simon and Garfunkel, from the album Water-works or Sam Cooke, from the album Animal House). "Don't know much about pre-voc I took, don't like to follow the lesson plan book". Have students shake heads "no" during the song while you sing it. Stress the sign "love" during the chorus.

7) "A, You're Adorable" (Sharon, Lois and Brian, from the album Smorgasboard). This song has a compliment for every letter of the alphabet. Go around the group and "sing" a letter to each student. The second time around is an instrumental with the letter only so you can make up special, positively reinforcing statements about each child.

8) "Be True to Your School" (Beach Boys, 45 RPM). Pass out the pompoms and repeat Activity #1.

DISCOVERY CENTER

Fine Motor: Develops basic hand and arm movements

1. Learns/improves/maintains reaching skills
2. Learns/improves/maintains ability to grasp and release objects

Fine Motor: Improves object manipulation & bilateral hand coordination

3. Learns/improves/maintains ability to manipulate objects
4. Learns/improves/maintains ability to use tools to perform tasks

Fine Motor: Improves perceptual motor skills (Many of which involve cognitive abilities)

5. Learns/improves/maintains visual tracking skills
6. Learns/improves/maintains visual perceptual skills
7. Learns/improves/maintains tactile perceptual skills
8. Learns/improves/maintains body image/spatial relations

Sensory: Improves postural security

9. Improves postural security in space
10. Improves/develops postural security while on movable/elevated surface

Sensory: Processes perceptual stimuli

11. Processes tactile stimuli
12. Processes auditory stimuli
13. Processes visual stimuli
14. Processes stimuli related to temperature/taste/smell

Leisure/Recreation: Plays in sand/water

15. Plays in sand
16. Plays in water

Cognitive: Acquires learning skills

17. Increases motivation to interact
18. Attends to instructor/task

UNIT: BACK AT SCHOOL LEARNING

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

The materials needed for this activity include recordings of "What is Your Name?" by Hap Palmer and "Touch a Hand" by the Oakridge Boys; hand mirror, sheer scarf, spoons, bells, maraca, bowl, a neutral colored object and a brightly colored object. Work on the following objectives in this group of no more than 8 students.

"Getting to Know You...I'm a Special Student"

1. Encourage students to respond to name being called while listening to the introduction song "What is Your Name?" (12, 17, 18)
2. Use mirror in front of students and encourage them to respond to mirror image. (1, 6, 13)
3. Hide a student under a sheer scarf and play a version of "Peek-a-boo". Encourage the student to reach and grasp for the scarf (1, 2, 11, 17, 18)
4. Call two students names and have them touch each other, prompting as necessary (1,5, 17), Listen to song by Oakridge Boys and see if students "touch a hand" (13, 17, 18).
5. We learn by making choices and exploring objects. Place a spoon, bells, maraca in front of the student and observe if he shows any preference. Encourage reaching and grasping. (1,2, 3, 6, 18).
6. Using the same objects, can the student may a purposeful sound? (3, 17).
7. Place a neutral colored object and a brightly colored object in front of the the student and observe if there is a preference. Does the student"look" at one over the other?" (1, 2, 6, 17, 18)

At the end of the activities, remove the items and tell a brief story about the things you learned about the students. ("Vince knows when you call his name. He doesn't like being covered with scarves. Remember how Kimbecca smiled when she saw herself in the mirror. Mason liked to look at the bright bowl instead of the beige cup. etc. etc.)

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: DISCOVERY

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

The materials needed for this activity include brown bag, plastic fruits, smell stickers, pompom, nerf football, spray bottle, washcloth, record "Be True to Your School", paper plate, paint and clean up materials , record "Give the Boy a Hand" Work on the following objectives in this group of no more than 8 students.

Special Times at School"

1. Encourage students to respond to name being called while listening and watching adults perform this song (to the tune of "Zip-a-dee-doo-dah"): "Zip a dee doo dah, zip a dee day, can you sing your name today?" (adult points to certain student during this verse) "My name is _____. Zip a dee day. We sang YOUR name today (Other adults join in singing student's name during second verse.) (12, 17, 18)
2. Lunchtime is a special time at school. Place plastic fruits with appropriate smell stickers on them in a brown lunch bag. Have the students reach, grasp, hold on to or touch the fruits from the bag. Encourage them to smell the stickers. (1,2, 5,14,17,18).
3. Get ready for the pep rally before the big game. Pass around a pompom for the students to hold and shake while listening to song "Be True to Your School" (2,3,11, 12,17)
4. We're at the football game. Pass around a Nerf football for students to squeeze, hold, throw. (1,2,3,5, 11)
5. It's time to shower after the big game: Spray water on different parts of the body and rub the water off with a washcloth. (11, 16, 18)
6. What a great day at school! Let's give everyone a hand. Take the student's hand and place it in tempera paint and make a print on the plate (11). If the plate dries in time, write the student's name on it, and during the song "Give the Boy a Hand", extend the handprint to the student to take (1, 2, 5). If not, put a sequined glove on and extend your hand to the student during the song (11, 12, 1, 2)

Individual Student's Expected Response to Activity:

HOME MANAGEMENT

Self Care: Learns eating skills

1. Drinks from a bottle
2. Drinks liquid from a cup/straw
3. Eats food from a spoon/fork
4. Feeds self finger foods
5. Feeds self using utensils
6. Gets own drink

Self Care: Learns toileting skills

7. Demonstrates readiness for/begins process of toilet training
8. Follows appropriate toileting procedure

Self Care: Learns dressing skills

9. Removes outside clothing
10. Removes inside clothing
11. Puts on outside clothing
12. Puts on inside clothing
13. Opens clothes fasteners
14. Closes clothes fasteners

Independent/Functional Living: Learns skills related to planning/preparing/eating meals

15. Learns skills specific to eating in cafeteria
16. Lerns skills specific to preparing and eating "sack lunch"
17. Plans menu and shops for groceries
18. Prepares family-style meal
19. Sets table and eats
20. Cleans kitchen after eating

Independent/Functional Living: Learns clothing care skills, wearing, laundering, shopping

21. Learns advanced dressing skills
22. Shops for clothes
23. Cares for clothes (e.g. washing, repairing)

Independent/Functional Living: Learns skills related to health and safety

24. Learns good health practices and takes medication responsibly
25. Follows indoor safety procedures
26. Follows outdoor safety procedures
27. Follows basic first aid procedures

Independent/Functional Living: Improves interpersonal skills

28. Learns skills related to family interaction
29. Learns information related to sexuality

HOME MANAGEMENT continued

Leisure/Recreation: **Cares for pets and plants**

30. Cares for a pet
31. Cares for plants

Leisure/Recreation: **Plays with toys, games, computers/has a hobby**

32. Plays with toys
33. Plays table games and electronic/computer games
34. Completes puzzles
35. Has a hobby/collection

Communication: **Learns non-vocal communication skills**

36. Learns sign language
37. Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
38. Learns to use electronic devices for communication

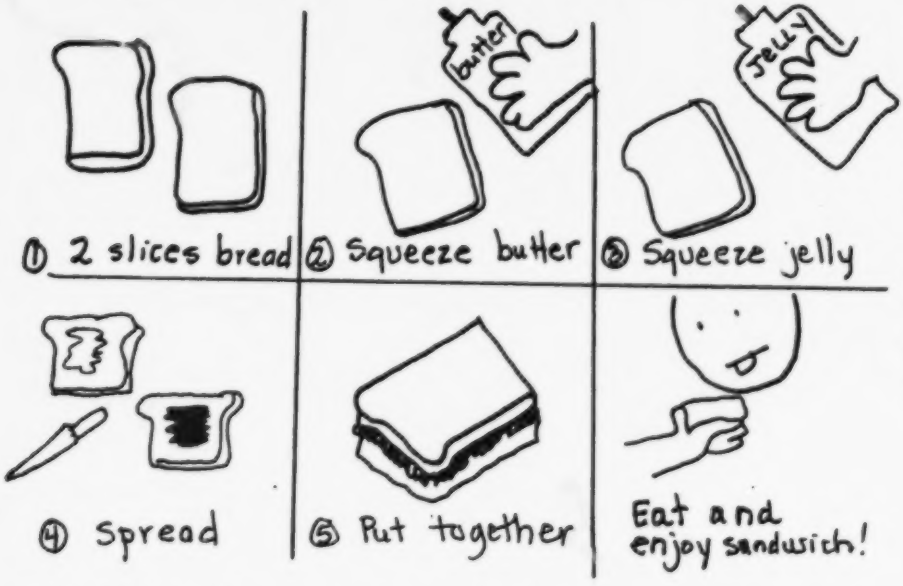
UNIT: BACK AT SCHOOL LEARNING!

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity) This month the skill stressed is squeezing. The teacher should make a large recipe chart of the following recipe for "Squeezable Sandwiches" (Obtain squeeze "Parkay" butter and squeeze "Welch's grape jelly)

Jelly and Butter "Squeezable" Sandwich



DIRECTIONS:

1. Get two pieces of bread.
2. Squeeze butter on one slice.
3. Squeeze jelly on one slice.
4. Spread butter and jelly on the bread (teacher assist).
5. Put the pieces together.
6. Eat and enjoy.

Prior to the actual completion of the sandwich, the teacher make wish to have the student identify which is the bread, butter and jelly.

Send recipe home at end of unit for the students who can successfully follow the directions. Objectives stressed during cooking include: (2, 6, 16). Also, fine motor objectives and communication and cognitive skills can be stressed. See Integrated Arts and Current Events for specific instructional objectives. Jot down the ones you wish to work on:

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

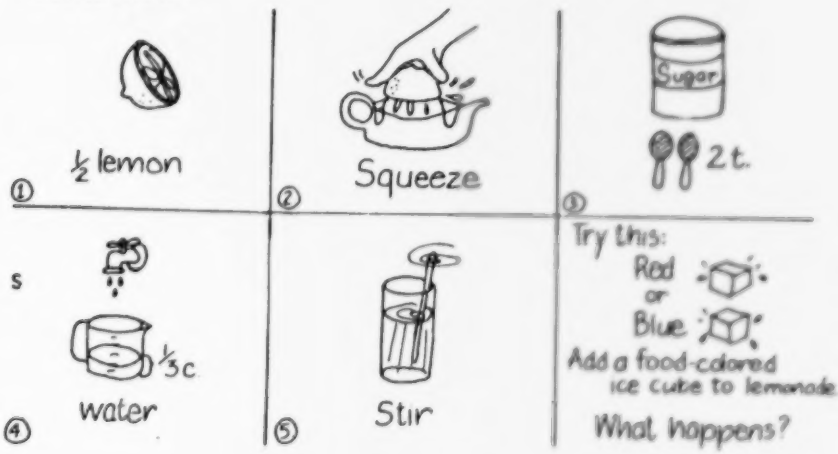
CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

This month the skill stressed during the cooking session is "squeezing". The teacher should make a large recipe chart of the following recipe for LEMONADE. It is also advisable to have a "juicer" available. This recipe is for one serving.

LEMONADE



DIRECTIONS:

1. Roll lemon to soften.
2. Cut in half. (Assist student with this step.)
3. Student picks up ½ lemon.
4. Squeeze out juice on juicer.
5. Add sugar.
6. Add water.
7. Stir (teacher assist).
8. Drink and enjoy!

Send recipe home at end of unit for the students who can successfully follow the directions. Objectives stressed during cooking include:(2,6,16). Also, fine motor objectives and communication and cognitive skills can be stressed. See Integrated Arts and Current Events for specific instructional objectives. Jot down the ones you wish to work on here:

Individual Student's Expected Response to Activity:

UNIT: BACK AT SCHOOL LEARNING!

CONTENT: HOME MANAGEMENT/CLEANING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity)

This activity is planned and led by the occupational therapist. If this set-up is not applicable, it is still advisable to have O.T. input into the design of these activity/tasks. These specific housekeeping skills are taught through a task analysis approach using eith forward or backward chaining. Usually, six students are in the group with the occupational therapist and one instructor.

During this particular unit, the specific tasks stressed are:

(1) wiping a table (2) sweeping the floor (3) throwing trash away

These were selected because they are common responsibilities that the students have for cleaning their classroom and work area. These specific tasks are worked on individually during housekeeping time, but stressed throughout the school day. Lunchtime is a very good time to practice what is learned during the specific work session.

Individual Student's Expected Response to Activity:

The support materials enclosed in this teaching unit will assist you in the activities described throughout the resource booklet. There are two picture boards that have been developed to accompany the language activities. These should be duplicated on card stock and sent home with the student as well as being available in the classroom. You may laminate the boards also. The pictures can be reduced or rearranged to accompany the menu on the WOLF-VOCA. Simpler boards (two pictures) may be made by enlarging the pictures. A sample of a one picture board (bus) has also been included. This may be sent home with the activity that the student will touch this picture when the bus arrives.

An example of the types of home/school communication are included. Experience stories are sent home weekly, and these are developed by the classroom staff with the 'self-initation" group of students. Other weekly notices are also sent home, using the forms that are included.

A review sheet for the activities is included and should be returned at the end of the month to Mary-Dean Barringer, WCISD, 33500 Van Born, Wayne, Michigan 48184. Extra activity development sheets are also included.

The music tape is included with all field test site packages. This tape also included lessons for future units (Springtime, Travelin' Around, and Playtime...so hang on to it!)

Have fun with the unit.

Just keeping you up to date on the latest school news:

NO BUSINESS LIKE SCHOOL BUSINESS!©

Just keeping you up to date on the latest school news:

9/12/86

Dear Families:

We will be sending these folders home every Friday with a newsletter & activity sheets. Please RETURN FOLDER ON MONDAY.

During the next few weeks we will be making books about Fall. Send any old magazines you may have with your child to school.

Thanks — until next week.

Kathy Linn & staff

NO BUSINESS LIKE SCHOOL BUSINESS!

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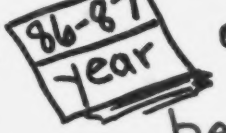
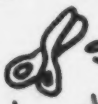
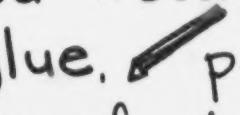
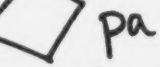
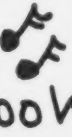
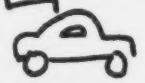
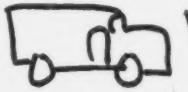
Back at School Learning!

Hi Families—

welcome you and your child to our classroom at Moses Field. We have planned a whole 

of activities in our teaching units. We will be sending

newsletters to tell you about week at school. In this unit, we have learned about objects found at school:  scissors, glue,  pencils,  paper. We listened to a series of  songs called "Be True to Your School!" During cooking, we learned to "squeeze" while making

emonade! (yum!). We will be learning about  cabs and  buses and the names of all our friends.

best friend is ○.

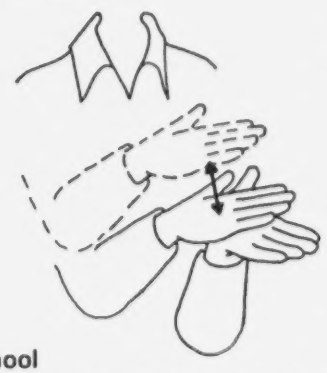
Until next letter...

Goodbye from Room 57

Name _____ Date _____

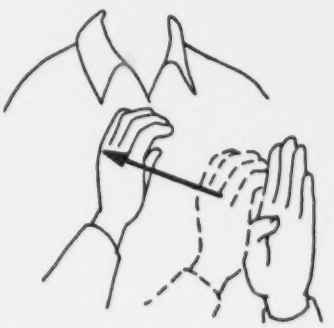
bus

school



school
Open B both hands, left palm up, tips out; right palm down, tips left. Clap together.

bus



bus
B shape, left hand palm slanted out, tips up. Place little finger side of right C against left index and draw back to right.

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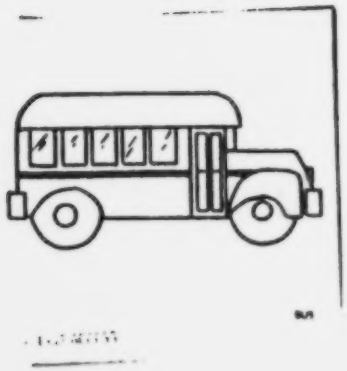
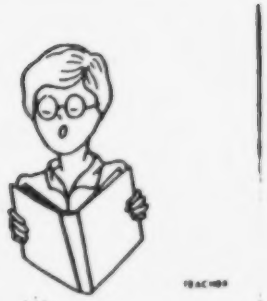
You may reproduce this worksheet as often as necessary for instruction only.



bus

school



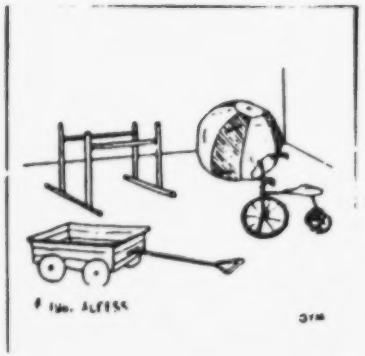
teacher

friend

work

draw

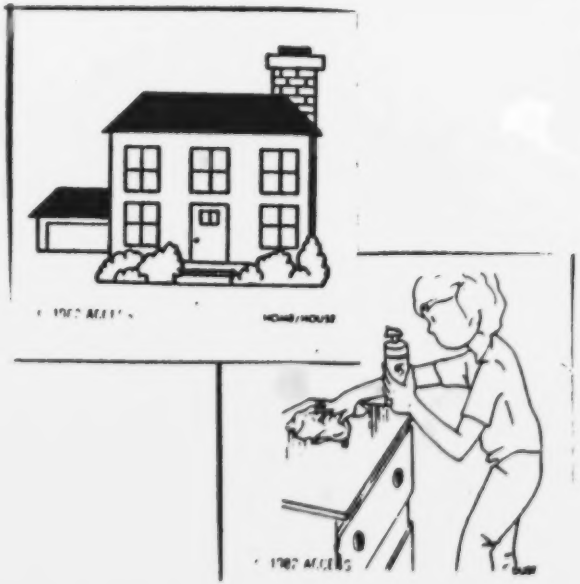
cooking



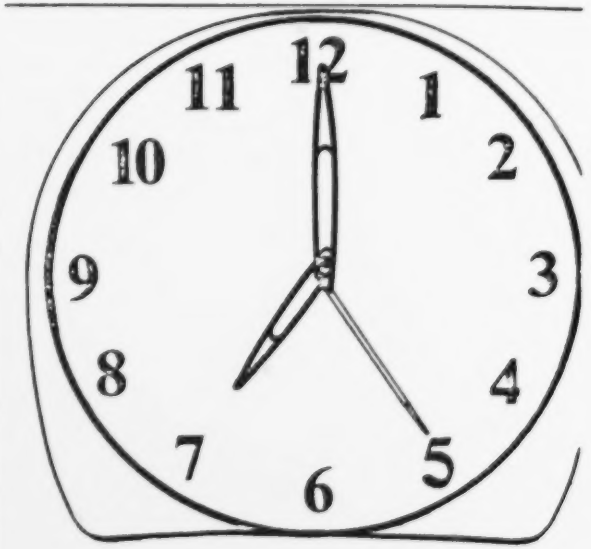
gym

group

music



housework



time

Unit Review Sheet

Week of:

Unit Theme:

Activities used and comments: (list content area and name of activity, include any modifications you made, variations needed, etc. Use additional paper, if needed.

1.

2.

3.

4.

5.

Resource books used to supplement lesson plans:

1.

2.

Additional ideas for weekly unit: (use back of sheet if necessary)

Language/current event ideas:

Songs/Games/Storytelling:

Integrated arts (visual arts, drama, creative movement)

Field trips/community resources:

Any additional activities you have done should be written up on the attached activity sheet. Include your name and school. Reproduce the sheet as necessary.

Name:

School:

Individual Student's Expected Response to Activity:

Autumn Antics!

(An Able teaching unit)

prepared by: K. Argresta; M.D. Barringer, C. Kosal-Smither and K. Linn

Introduction to theme: **Autumn Antics**

After we have settled back into the routine of being "back to school", we can begin to enjoy the awesome autumn of the Midwest. The air is crisp, leaves fall from the trees and whirl up around us in a gust of wind and apples, along with other autumn harvest, shows up in our grocery stores. The world series of baseball is on T.V., and every weekend there is a football game that we can watch. It's a smooth transition from summer to the most important fall holiday to all children: Halloween. The activities created for this unit revolve around these concepts:

(1) Apples are an important part of autumn.
(2) Football season starts and the World Series of baseball occurs.
(3) There are LEAVES EVERYWHERE!
(4) Red, brown, yellow and orange are colors of autumn.
(5)...We think of country life during autumn.

A supplementary materials packet accompanies the teaching unit guide. This includes language boards that should be reproduced on cardstock and sent home at the beginning of the week. We also suggest that staff make a large language board on poster board to use throughout the unit in group lessons by displaying on an easel. The pictures on the board may be enlarged by any Xerox machine that has enlargement capabilities. Suggestions for large story posters are also included, and these are also capable of being enlarged by a copying machine. A newsletter that should be sent home to parents has been included which is from the Chapel Hill, North Carolina curriculum for preschool classrooms. Copies of the songs from the TOTAL curriculumn are a part of the supplementary materials packet, as well as ideas for expansion or substitution during the unit. We hope that you add your own ideas to this supplementary packet, and that is one of the reasons that we are sending this unit to you in a duotang folder.

Other resources you may wish to use include the following movies and books:

Movies: (available through the Wayne Oakland Library Federation)
Visit to the Apple Cider Mill 2-2853
Shelley Duvall's Tall tales and Legends/Johnny Appleseed (VHS rental)
Look Around in Autumn 2-2542
Children in Autumn 1-0954
Autumn 2648
Fall Brings Changes 2-2241
Football Follies 3-1586
Detroit Tiger: The Movie (VHS rental)

Books:

Barret, Judi: An Apple a Day
Brandenberg, Franz: Fresh cider and apple pie
Schur,: Rain Makes Applesauce
Blocksma, Mary: Apple Tree, Apple Tree
Noble, Trinka Hayes: Apple tree
Miller,: Farm Alphabet Book
Lenski, Lois: Now It's Fall!
Tresselt, Alvin: Autumn Harvest
McNaughton, Colin: Autumn
Zolotow, Charlotte: Say It!
Fisher, Aileen: As the leaves fall down
Lewis Naomi: Leaves
Bancroft: Down Come the Leaves
Kirkpatrick: Let's Look at Leaves

SCHEDULE OF ACTIVITIES FOR THE UNIT: Autumn Antics

Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
C.E./Lang. group: "Welcome to the Big Apple" I.A./Music group: "Thank God I'm a Country Boy"	Discovery: "A Day in the Apple Orchard" I.A./Art Centers: Apple Art Activity	Home Management/ Cooking: Apple Cider Punch	C.E./Theme teaching "Country Livin'" I.A/Storytelling "Take Me Home Book: Apple"	Home Management/ Cooking: Applesauce I.A./Music: "Thank God I'm a Country Boy" C.E./Social "Apple Bop	
C.E./Language Group "Tailgate Party" I.A./Music group: "Thank God I'm A Country Boy"	Discovery: "It's the World Series" I.A./Art Centers: "Footballs", "Pom Pom Art"	Home Management/ Cooking: Hot Cocoa	C.E./Theme teaching "Football Follies" I.A./Dramatic Play: "Pick Your Sport"	Home Management/ Cooking: Tailgate Treats I.A./Music: Country Boy C.E./Social: "Tailgate Party"	
C.E./Language Group "Let's Look at Leaves" I.A./Music Group: "Leaves that are Green"	Discovery: "Fall Games to Play" I.A./Art Centers: "Leafing Through Art"	Home Management/ Cooking: CocoKrispy	C.E./Theme Teaching "Losing It with Leaves" I.A./Music and Story "Sign-a-long", "What Should I Use?", Fall Fingerplay	Home Management/ Cooking: Fall Color Salad I.A./Music: Leaves That are Green C.E./Social "Movies"	

CURRENT EVENTS

Cognitive: Acquires learning skills

1. Increases motivation to interact
2. Attends to instructor/task
3. Imitates vocalizations/actions
4. Matches objects/pictures
5. Identifies/makes choices among objects
6. Follows directions

Cognitive: Develops basic cognitive abilities

7. Acquires object permanence/searches for objects
8. Interacts with/represents objects and learns early play skills
9. Understands cause and effect relationships

Cognitive: Processes information relating to attributes

10. Matches/identifies/names colors
11. Names/demonstrates function of objects

Communication: Acquires functional/pragmatic language skills

12. Developes early communication/interaction skills
13. Uses single word utterances
14. Uses language to express feelings, needs, and to share information

Communication: Learns vocabulary

15. Learns nouns
16. Learns verbs
17. Learns prepositions

Communication: Learns non-verbal communication skills

18. Learns sign language
19. Learns to use communication boards
20. Learns to use electronic devices

Social: Improves interpersonal relationships

21. Improves interaction with adults
22. Improves interaction with peers

Leisure/Recreation: Participates in social/community activities

23. Participates in social activities (e.g. parties)
24. Attends community events/activities

Independent/Functional Living: Follows routines

25. Follows daily school schedule
26. Follows daily routine, including home maintenance tasks
27. Uses calendar to keep track of activities/performs non-daily maintenance routine
28. Follows seasonal/weather related routines

UNIT: **AUTUMN ANTICS (APPLES)**

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

"Welcome to the Big Apple"

This is the large group language activity that also introduces the theme for the week. Make a large cut-out of an apple and post it on the door to the classroom with a sign, "Welcome to the Big Apple". If possible decorate the large group area with a large tree branch (secured in cement in a coffee can) and a basket filled with the apples you will be using for the unit. Other materials needed are: Johnny Appleseed costume (see supplementary materials).

1. Begin by having "Johnny Appleseed" visit. Have him pull out "apple cards" with each student's name on it. Call names and hand apple. (2,3,12,21)

2. Tell story of Johnny Appleseed. Show pictures of trees and apples. Students can follow "Johnny" outside to throw seeds (grass seeds). (2,3,6,21)

3. Take a closer look at apples. Pass real apples around for students to hold. Cut them in half. Ask students to tell you what they are. Let them lick or bite the quarters if they wish. (1,2,8,15,18,19)

4. Do some "apple magic". Hide an apple for students to find. This can be done by hiding the apple under a scarf or plastic basket with holes (so the apple is partially hidden). This will help develop object permanency skills. (1,3,7)

5. End with the song, "Have You Ever Seen An Apple". Use the poster and play it on the autoharp if you have one. Have each student point to an "apple" on the appropriate verse - or use boards to sign/sing along. (2,3,5,6,15,18,19)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS (APPLES)**

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

"Country Livin'"

The group leader may wish to use the Johnny Appleseed costume to do this lesson. Other materials needed are: plastic glove filled with water, plastic eggs filled with treat, laundry basket, shredded newspaper, pictures of corn, cow, eggs; empty egg carton.

1. Have the group leader call names of students. Ask the students to "Find their country cousin _____." (2,3,12,21,22)

2. Describe how apples are grown in orchards, often in the country on farms. Have several posters displayed if possible. Tell the group we are going to do some "farm chores".

   Find the Eggs: Bury plastic eggs in a laundry basket filled with shredded newspaper. Have students reach and find egg, open and get treat. Put egg in empty carton to "send to market". Show pictures of egg for students to match or use as a cue. (1,2,3,4,6,7,8)

   Milk the Cow: Fill a plastic glove with water. Prick a tiny hole in the fingers. Show students how to "squeeze". After everyone has had a turn, do the song, "Did You Feed My Cow", by Ella Jenkins or Sharon, Lois & Brian. (2,3,6,8,9,12)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS/APPLES**

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY (Include materials, special set-up, objectives to stress at different points during activity.)

"Apple Bop"

This is a culminating activity for the first week of this unit which focused on the concept of "apples". The class will plan a party for the afternoon and each invite one friend from the school. Here are some activities that can be done:

1) Display apple cutouts with each student and guest's name and picture (if possible) on them. When the students pick their "apple", they can wear them as name tags. (2,3,5,21,23)

2) Play "Pin the Apple on the Tree". Earlier, have the students help you paint a simple apple tree on butcher block paper. When dry, tape it on the wall. Attach masking tape to their apple name tags. Blindfold students, have them walk forward, tape apple to tree. Whoever hits the tree gets an apple candy treat. After everyone has had a turn, see if they can find their name tags. (5,6,22,23)

3) Make a large apple piñata earlier in the week by blowing up a balloon and covering with paper maché. Stuff the piñata with various apple candies and suspend. Have students strike it and bust it open. (2,3,6,7,23)

OR

"Bob for Apples" Have the students put on large trash bags that have slits cut for head and arms. Fill a tub with water (warm). Let each student try to get apple out of the water by (a) taking a bite or (b) reaching and grasping. (1,3,6,8,23)

4) Serve cider and apple cake made earlier in cooking class. Listen to "Don't Sit Under The Apple Tree". (1,12,14)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS/FALL SPORTS**

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

"Tailgate Party"

Begin the activity by posting pictures of football games and school pennants in the large group area. Talk about football and autumn. People like to watch football and cheer for their team. But people also like to go to football games early and have a tailgate party. The focus of this activity is to "pack" a picnic basket for the party and decide what other items you need for the car. Collect the appropriate items (thermos, blanket, folding chair, picnic basket, football program, spoons, plates, cups, forks, food you might want to eat later). Place all the items around the table and put an item (one at a time) on the table. Identify the names and functions. Once all the items are out, tell the group you want to pack up the basket and car and head to the parking lot for a tailgate party. "Packing up" may be done in several ways:

1) The student will find the object the instructor names. The instructor tells the student it is for the car or places it in the basket. (2,5,6)

2) The student will find the object when described by function. (5,6,11)

3) The student will name/sign the object that the instructor is holding up to pack. (2,14,15,18,19,20)

4) The instructor will hold up a picture of the object the student must find.(4,5)

This activity can also be used to work on visually tracking the objects being packed; object permanency (student must find an item in the picnic basket); attending (1,2) and demonstrating the function of the object. (11)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS/FALL SPORTS**

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

"Football Follies"

This is a large group activity that will focus on two activites that happen during a football game: passing the football and cheering. The teacher will need a NERF football and the students can use the pompoms they made in the "Back At School" unit.

1. Use these two "piggyback" songs along with the NERF football to have some fun playing these simple football games:

"A BIG FOOTBALL" (to tune of "This is the Way We Wash Our Clothes")

I gave my friend a big football,
Big football, big football.
I gave my friend a big,
A B--I--G football.

Have the students form a circle and have a student with the football walk around group while the song is being sung. At the end of the song, the student chooses a friend to take her place. (3,6,8,12,22)

"(Dave) has a Big Football" (to tune of "Mary Had a Little Lamb")

"(Dave) has a big football
Big football, big football
(Dave) has a big football
That he will give to (Wayne)"

Have the students sit in a circle and give one student the ball to hold. Sing the song and insert a student's name for him to throw to. Repeat until everyone has had a turn. (2,3,5,6,22)

2. The group can now switch from being football "players" to cheering spectators. Start by teaching students how to do the "WAVE" - popular at BASEBALL and FOOTBALL games. Pass out the pompoms and have the students imitate the teacher shaking pompoms, starting at the ground and moving up over their head. Work on putting two motor patterns in a sequence (clapping and then jumping). There are a variety of simple actions you can do. It's a fun way to practice motor imitation. (1,2,3,6,11)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS/FALL SPORTS**

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

This activity has been developed to use as a culminating activity for the week spent learning about "fall sports". The students will have a "tailgate" party and watch a football game. Ideally, the staff would take students to a highschool parking lot... "tailgate"...and watch the teams practice. Since this might not be feasible, here are some suggestions for "indoor" tailgating.

1. Each of the three groups can make a special treat during cooking. When the "tailgate" starts, have each group set up a table in the classroom for the students to "visit". The groups should have a tablecloth, napkins, plate and decoration along with their treat. Each visiting student should put the treat on the plate and then eat. Practice social greetings. (1,3,6,11,12,18,19,22,23)

2. Have each group do a cheer for the team. Repeat cheers worked on Thursday. Play marching or "fight song" music. (3,6,22)

3. Watch a movie or real VHS films of a great football game (Superbowl or Rosebowl). (2,23)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS (LEAVES)**

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

This is a language activity that provides opportunities for students to use vocabulary stressed during the unit. It combines a storytelling and art activity that teach some basic cognitive objectives. materials needed are: variety of objects specific to student's IEP's; basket of leaves; leaf stencils, red, yellow, orange, brown sketch markers; green butcher block paper; leaves with students' names on them.

1. **"Lost in the Leaves"** Start off the story by stating that this is a story about fall. Introduce the objects by naming them and passing them around the group. Collect them and put one on the table. Tell the story of how you were raking leaves in your yard and you buried your (object). Drop a pile of leaves over the object while you are talking. Call a student's name and have him come up and "dig" out the lost item. (2,3,6,7,8,11,15)

2. **"Leaf Us Alone"** The results of this activity will be displayed under a banner titled, "LEAF US ALONE". Use a large piece of green paper. Tell the students we are going to make leaf prints with stencils. Demonstrate. Have students come to table, individually, and ask them "What are we going to make?" Have them respond, "LEAF" according to response mode. Then have them use the language board to select the color they would like to make their leaf. The student will select the appropriate marker and make print. Write student's name by their leaf. When all students have made a leaf print, cut the paper in the shape of a tree top and display on wall. (2,3,5,6,8,10,11,12,18,19)

3. Play a "leaf" name game. have a variety of leaves cut out in red, yellow, orange and brown and mark each student's name on one. Laminate. Put all the leaves in the bucket. Have a student pull one out, and the instructor then reads the name on the leaf. The student will find the "owner" and deliver it to him. The instructor should ask the students "What is this?" "What color is the leaf?" etc to allow opportunities to use their signs and language boards. (2,3,6,10,15,18,19,22)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS (LEAVES)**

CONTENT: Current Events

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

This is a large group language activity that will introduce the vocabulary that will be stressed during the week, along with some basic concepts. Materials needed are: crepe paper streamers in yellow, red, orange, brown; basket of leaves, poster of "Leaves Come Falling Down", various pictures of autumn and/or leaves to display.

1. Hang cutout leaves attached to crepe paper streamers from the doorway. use red, orange, yellow and brown. post a sign over the doorway that says, "LET'S LOOK AT LEAVES".

2. Get the group together and.tell them that we are going to talk about "LEAVES". Leaves fall from trees in autumn. We rake them and put them in bags. Pass around the basket of leaves for students to explore (touch, track, grasp, choose, etc.) (1,2,8,15)

3. Repeat that "leaves fall from trees". Using the fingerplay poster - demonstrate how to do the actions using the crepe paper streamers. Reinforce students for attending to instructor. (2,21) Have students imitate actions with streamers while staff recite poem. (2,3,6,8) Following poem, ask students what it was about, prompting (if necessary) to answer "leaves". (3,15,18,19)

4. Have them pick a leaf from the basket and match it to another leaf pictured in the room. (4,5,6,15)

5. If weather and time permits, have students walk outside to find leaves that have fallen. Give them real leaves or a picture to use as a "clue". (4,5,6,28)

Individual Student's Expected Response to Activity:

INTEGRATED ARTS

Social: Develops positive self-concept

1. Moves through stages of attachment, spearation and early independence
2. Increases self-awareness
3. Behaves appropriately when expressing feelings
4. Participates in class activities

Social: Improves interpersonal relationships

5. Improves interaction with adults
6. Improves interaction with peers

Social: Improves classroom behavior and learns self-control

7. Improves classroom behavior (e.g. attends to and completes tasks)

Leisure/Recreation: Learns general skills related to preparing for/accessing leisure/recreation activities

8. Prepares to participate in leisure/recreation activity
9. Accesses leisure/recreation activity

Leisure/Recreation: Listens/watches/reads for entertainment

10. Listens to tapes, radio, records/watches TV
11. Looks at/reads books

Leisure/Recreation: Develops art/craft/drama/music skills

12. Learns art skills
13. Learns craft skills
14. Role plays/develops drama and music skills

Communication: Learns non-vocal communication skills

15. Learns sign language
16. Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
17. Learns to use electronic devices for communication

Cognitive: Acquires learning skills

18. Increases motivation to interact
19. Attends to instructor/task
20. Imitates vocalizations/actions
21. Matches objects/pictures
22. Identifies/makes choices among objects
23. Follows directions

INTEGRATED ARTS (continued)

Cognitive: Develops basic cognitive abilities

24. Interacts with/represents objects and learns early play skills
25. Looks at books
26. Attends to/retells stories/events

Cognitive: Processes information relating to attributes

27. Matches/identifies/names colors
28. Matches/identifies/names shapes
29. Names/demonstrates function of object

Fine Motor: Develops basic hand and arm movements

30. Learns/improves/maintains reaching skills
31. Learns/improves/maintains ability to grasp and release objects

Fine Motor: Improves object manipulation & bilateral hand coordination

32. Learns/improves/maintains ability to manipulate objects
33. Learns/improves/maintains ability to use tools to perform tasks

UNIT: **AUTUMN ANTICS (APPLE)**

CONTENT: Integrated Arts

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

These activities are designed for the students to complete in small groups. (5:1) Four activities are presented to choose from.

"Dipping Apples" (Use red paint, small tins, apples, forks, white paper) Cut the apples in half and stick a fork in each half of the apple. Pour paint in the tin. Dip the apple in the paint and press on the white paper to make a print. Repeat several times. (4,7,12,15,16,20,23)

"Clay Apples" (Use red clay/playdough - or make your own! to use with apple cookie cutters) Make playdough using this recipe: 5 cups flour, 1 cup salt, 1/2 cup of oil, 2 cups of water and red food coloring or tempera paint. Mix together well. Do this with the students, as it will lead into the next cooking skills (stirring and mixing) stressed. Make "apples" with the playdough. At the end of the week, you can send whatever playdough hasn't been eaten home with the students in a baggie with instructions to roll into a ball, smack with hand and wa-la ... an apple! (4,13,15,16,19,20,23)

"Apple Mosaic" (Use scraps of yellow, green, red paper, paste, and large white cut-out apple shape) Provide actual or picture of a yellow, green and red apple. Have the student choose which kind of apple he would like to make. He then picks the appropriate color paper scraps and pastes them until the entire apple area is filled. (4,12,7,15,16,21,22,23)

"Apple Options" (Use apple stencils that are teacher made; white paper, various red media; red smell marker, crayon, chalk, paint) Position stencil on paper and tape down. Have student select the type of media he would like to use to make his print. (4,7,12,15,16,22,23)

Cut out a large tree (6 ft.) and display it outside the classroom so you can put some of the students' apple creations on it. Call the tree "Room ____ is the Apple of Our Eye".

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS/APPLES**

CONTENT: Integrated Arts

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

This activity has two parts and is designed to be used during a social/leisure time period. The focus with this activity is on storytelling and motor imitation and sequencing. The first part is done in a large group and the second part is done in small groups at the tables.

1) Use the story poster "Way Up High!" and teach the poem to the students. Have them imitate the movements. Select students from the self-initation group to lead their peers in the selection. (4,6,14,19,20,23)

2) Create a "Take-Me Home" Apple book. Provide the outline for the book and materials and assist the students in assembling. Keep one or two "masters" for your book area. Here are suggestions for the format:

   a. Cover: Use white paper decorated with red apple prints. (see Arts "Dipping Apples"
   b. Make a page using an apple smell sticker that the student sticks on the apple picture with the sign.
   c. Paste seeds on the inside of the apple. (see supplementary materials for master sheets)
   d. Paper clipa cardboard apple (from stencil) that is attached to a string to a page that says "We can hang this apple in my room". Move the apple around and see if I can follow it with my eyes. If you hide it behind your back, can I find it?
   e. Paper clip the stencil to this page with the writing "Help me find a red crayon and color in this stencil." Ask me to "Touch the apple".
   f. Provide a ziplock bag of dried apples attached to the last page. The page should read "Let's have a taste of something made with apples. See if I can pick the pieces up with my fingers."

   Staple the pages together and send the book home on Friday with an experience story.

Individual Student's Expected Response to Activity:

MUSIC THEME: "THANK GOD, I'M A COUNTRY BOY"

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES:

1) The student will improve understanding of simple commands.
2) The student will improve ability to imitate sounds.
3) The student will indicate a preference for a music selection during the music sessions.
4) The student will imitate a motor pattern.

ACTIVITIES/MATERIALS:

Prior to starting the music tape, the group leader should prepare the following materials: masking tape, colored squares in fall colors, (brown, yellow, orange, red); branch with apple cut outs strung from it; pictures of farm animals (cow, horse, dog, hen, sheep); dress in a flannel shirt, jeans and straw hat.

1) "Thank God, I'm a Country Boy", (John Denver from the album Back Home Again). This song introduces the theme of the music tape which revolves around country living. Have the students clap hands, slap thighs and stamp feet to the song as you sing it.

2) "Square Dance" (by Ruth and David White from the album It's A Happy Feeling). This is an instrumental version of square dance music. You can use this song in any one of the following ways:

   a) Tape a large square in the semi-circle. Have students come up, one at a time, and perform gross motor movements, or have them do this activity in pairs.
   b) Give each student a colored square to hang on to. (You may wish to hang the squares on the student's neck like a necklace. Use fall colors. Hold up a color and the "matching squares" will stand and "dance" or perform a specific gross motor action.
   c) Act as a "caller" at a square dance and call out specific gross motor actions for the students to perform.

3) "Down on Grandfather's Farm", (Raffi from the album, One Light, One Sun). This is an opportunity for the students to get some reinforcement for the animalistic noises they like to make. Hold up the picture of the animal named in the song and encourage any sound making activity.

4) "Did You Feed My Cow?", (Sharon, Lois and Brian from the album, Smorgasboard).This song is a "call and response" song. Have students shake head yes or say "yeah" in response to the question. Provide a model of the actions for the group to imitate (either specific signs or gestures).

5) "Everyday" (Oakridge Boys, 45 RPM). There's nothing like southern hospitality down on the farm. Listen to the song and assist students in responding to the command "shake somebody's hand".

6) "Jimmy Crack Corn", (Steve Millang and Greg Scelsca from the album, Kidding Around). This song stresses some basic directional concepts as well as following basic commands. It is a variation of a popular country children's game. Do the first three stanzas with the group in

a circle. Stress the concept of "around" and "up". The remaining stanzas can be done with the group seated and the leaders assisting in following the other directions.

7) "Don't Sit Under the Apple Tree", (The Andrews Sisters from the album, Best of the Andrews Sisters). What's a trip to the country without a visit to the apple orchard? Place a chair in the middle of the group and bring out the apple branch. Pick a student to hold the branch and have him/her select a friend to "sit under their apple tree". Stop the music several times to give all students a chance to participate.

8) "Thank God, I'm a Country Boy", (John Denver from the album, Back Home Again). This song is a repeat of activity #1 which signals the end of the "Country" music session.

UNIT: **AUTUMN ANTICS/FALL SPORTS**

CONTENT: Integrated Arts

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

These activities are designed for the students to complete in small groups (5:1). Two are presented here.

"Chocolate Pudding Footballs" This is a painting activity with chocolate pudding. Cover the tables with newspaper for easy cleanup. Let each student spread out a large spoonful of pudding on his paper. (Use ready made pudding for this.) Encourage the student to experiment with finger and hand painting. When they have finished, let the paper dry. have staff assist in cutting the dried painting in the shape of a football. Ask students what they made and what color it is. (7,12,15,16,19,20, 23,30,31)

"Pompom Pictures" Mix up liquid tempera in small jars or bowls. Use school colors, (i.e. U-M is blue and yellow; MSU is green and white, WSU is green and yellow). Cut yarn into 4" lengths and attach them to popsicle sticks. Soak the strings in the paint in the small jars. Wiggle the stick and yarn across the white paper to make "pompoms". Another way to do this is to put the strings inside a folded piece of white paper. Have the student place one hand on top of the paper while pulling the string with the other. Open the paper and look at the pattern made. Repeat with the other color selected. Limit the pattern to the two colors of the school. (7,12,22,23,27,30,31,32)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS/FALL SPORTS**

CONTENT: Integrated Arts/Dramatic Play

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

"Pick Your Sport"

This is a large group, dramatic play activity that will focus on the sports football and baseball while stressing dressing skills and providing opportunities to demonstrate the function of objects. Conduct the activity in the following manner:

1. Make prop boxes for each of the players. These are suggested items:

   FOOTBALL PLAYER: Helmet, jersey, football

   BASEBALL PLAYER: Hat, large T-shirt of baseball team, bat, mitt

   SPECTATOR: Pompoms, cheerleader sweater, megaphone

   Have these items in a box on a table. Place a photo of the "sport player" on the box. Let each student come up and choose the player they would like to be. (4,7,14,22,23)

2. The student then takes the appropriate box, opens it and dresses like the player. After he is dressed, the remaining students can applaud and cheer. Take a picture of each student dressed up and place all the photos on a bulletin board called, "Team Spirit". (14,19,20,23,24)

3. While dressed, have the students demonstrate the function of the objects in the box that go with the "sport". (19,20,23,24,29,31,32)

Individual Student's Expected Response to Activity:

MUSIC THEME: "Leaves That Are Green, Turn to Brown"

ANNUAL GOAL: The student will become an active participant in a music session.

INSTRUCTIONAL OBJECTIVES:

1. The student will improve understanding of simple commands.
2. The student will improve ability to imitate sounds.
3. The student will indicate a preference for music selection during the music sessions.
4. The student will imitate a motor pattern.

MATERIALS:

You will need to collect the following items to do this music lession: Tambourines, sand blocks, wrist bells, green and brown pieces of crepe paper or ribbon, witch hat, broom, teacher-made ghosts, ghostbuster pictures, plate, cup, saucer, glass, napkin, knife, fork, spoon, pictures of the student's family.

ACTIVITIES:

1. Introduction song: "Leaves that are Green, Turn to Brown" (Simon and Garfunkel, from the Sounds of Silence album). This song describes, among other things, how leaves change during autumn. Pass out tambourines, sandblocks and wrist bells to students to play during the verses of the song. During the chorus, when describing the leaves, have some of the students move the green and brown crepe paper up, down and around. Work on having the "instrument" students stop during the verses.

2. Gross Motor Song: "Watch a Witchie Whiz" (Hap Palmer from the album Tickly Toddle) Grab your broom and witches hat for this song! Explain that when it's autumn, and the leaves start to turn it's time for Halloween and lots of scary things. Students will work on raising arms up and down, and out to the side. Ambulatory students can stand up and sit down during the appropriate parts. During the second verse, select a student to be the witch by putting on the hat and hopping on the broom. (With SXI students, use the broom for them to hold on to while you raise arms up and down).

3. Expressive Language Song: "Touch a Hand, Make a Friend" (The Oak Ridge Boys, 45 rpm) When scary things start to occur, it's nice to have a friend around to face them. This song tells the students to "touch a hand, make a friend if you can." Touching is a nice way to express ourselves. Have students sign the word "friend". During the instrumental, work on touching someone's hand and using the name signs or saying the friend's name.

4. Receptive language song: "Ghostbusters" (Ray Parker, Jr., from the album soundtrack, Ghostbusters) Have a small prop for students to use during the first half of this song. This can either be a small ghost (spoon covered with kleenex) or the "Ghostbuster" emblem mounted on a tongue depressor. The group will listen for the cue "Who you gonna call?" and then show their ghosts when the record says "ghostbusters". The second half of the song is all instrumental, so staff can create their own version of the song. Use the line, "who you gonna call" and follow it with the student's name to see how well they respond to their name being called.

5. One-step command: "Wildwood Flower" (traditional song arranged by Hap Palmer on the album Homemade Band). Autumn is a good time for introducing mountain music. Pass out instruments to each student. The commands that will be worked on will be "Play" and "stop". This instrumental song has start and stop capabilities. Students use the instruments while the music is on, and rest them when the pause occurs.

6. Academic song: "All on the Table Before You" (Hap Palmer, from the album Learning Basic Skills Through Music; Vocabulary). All that foot-stompin' mountain music might make one hungry, and during fall we have a great feast called Thanksgiving. Use the items of a plate, cup, saucer, glass, napkin, bowl, knife, fork and spoon for this song. You will want to have them set up on a small table within the group circle. The song works on identification of the items and following two-steps. It does go at a fast pace, so you may want to start and stop the song so the students have time to respond to the commands.

7. Social/emotional song: "Things I'm Thankful For" (Hap Palmer, from the album Holiday Songs and Rhythms). Talking about preparing the table for Thanksgiving dinner leads right into this song about things we are thankful for. The song has an open-ended verse that states, "I'm thankful for _____". Verbal students can say what they are thankful for. Non-verbal students may wish to hold up a picture of their family, or some other important thing in their life, when they are asked, "What are you thankful for?"

8. Ending song: "Leaves that are Green, Turn to brown" This song is a repeat of the first selection that will signal the end of the music lesson. Remind the students that all of the things they heard in the music ..Halloween, Thanksgiving, friends ...all happen during the fall, when leaves that are green turn to brown.

UNIT: **AUTUMN ANTICS (LEAVES)**

CONTENT: Integrated Arts

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

This activity has two parts and is designed to be used during a social-leisure time period. It combines music and story telling activities. The songs are from the T@TAL curriculum, (Communication Skill Builders) and included in the supplementary materials packet. Use the language boards so students who are using picture boards or touch responses can participate in the "sing/sign-a-long".

"Sing/Sign-A-Long" Make up two large posters with the words and signs to the songs. The instructor should do the song first - demonstrating the various ways the students can respond using signs or boards. introduce the session by telling the students we are going to "sing songs and listen to some stories about 'LEAVES'". Sing/sign "Fall is Here". Practice with each student, assisting them in responding with their specific response mode. Do the song as a group. Repeat with the song, "Fall's Bright Colors". Use an autoharp or xylophone to accompany you if available. (2,5,14,15,16,19,20,27)

"Fall Fingerplay" Make up a large poster with leaves of green, orange, yellow and brown to use with this fingerplay. Reinforce all efforts at imitating the motor actions.

"Pretty leaves are falling down - (Raise arms up, flutter fingers, bring down)
Green, orange, yellow, brown - (Point to colors on chart or sign or both)
Here comes one colored red - (Hold up red leaf, students raise arms)
Oh, look - it landed on (JAMAL's) head!"

(Place leaf on each student's head, reinforce for recognizing name, for other students turning to look at named student) (4,6,14,19,20,23,26)

"What Should I Use" Make up a story about someone getting ready to go outside and rake leaves. The idea is to select the proper clothing and tools to use (rake, plastic bag, sweater, hat, gloves). Introduce the story idea. "I am going out to rake leaves. These are the items I need." Identify and demonstrate the function of them. Then mix the items in with several silly props (i.e. bathing suit, ball, swim fins, blender, hula skirt - whatever is handy). Tell the group you accidently mixed up your things. "I don't know - what should I use?" Have students come up and assist in selecting and showing you how to use the proper items. Repeat by having students come up and pick all the items they need to rake leaves. (4,14,19,20,22,26,29,31)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS (LEAVES)**

CONTENT: Integrated Arts

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

"Leafing Through Art"

These art activities are designed for students to complete in small groups (5:1). There are MANY different types of art activites to do with leaves., using stencils, rubbings, collages, in variations of projects mentioned in other units. Several additional activities are included here.

"Crunch and Crumble Leaves" Cut a large leaf shape out of construction paper. Use various colors and let students pick the color they want. Crinkle leaves that have been collected outside. have students brush gule on their leaves. Then have them sprinkle leaf bits all over glue. Pat them down so they will stick. (7,12,20,23,27,31,32,33)

"Leaf Paint Prints" Get an assortment of leaves. Using a finger (or brush), have students coat "veined" side of leaf with thick fabric paint. (Have them select red, yellow, brown or orange.) Lay leaf on white piece of fabric (a sheet would do nicely) and press to make a print. Write student's name and date by their print. Use as a tablecloth for special autumn and "Thanksgiving" meals. (7,12,13,15,16,20,23,27,31,33)

"Armed with Leaves" Cut red, yellow and orange tissue paper into 1" squares to use as fall leaves. have each student make a tree trunk on paper using arm as a pattern. (Lay arm on paper while staff traces arm and fingers) The student then glues leaves on the paper, some of the tree branches and some falling from the tree, some on the ground. (In other words, they can glue just about anywhere!) (7,12,19,23,27,30,31)

Individual Student's Expected Response to Activity:

UNIT: AUTUMN ANTICS

CONTENT: Integrated Arts

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during the activity).

This activity has two parts and is designed to be used during a social/leisure time period. It follows the format described in the "Take me Home" book activity done during the week on apples. The activities have two parts, the first conduted in a large group (working on motor imitation and vocabulary) and the second part in a smaller group assembling the "Take Me Home books.

1.) Repeat any of the poems or songs learned by the students in the other activities. (see Fall Fingerplay, Sing/Sign-a-Long, Leaves Are Falling Down for selection). Select students from the self-initiation group to lead their peers in the selection. (4,6,14, 19, 20, 23)

2. Create a "Take Me Home" book called LEAFLET. Provide the outline for the book and the materials and assist the students in assembling. Keep one or two "masters" for your book area.

   a. COVER: Cut out leaves from textured wallpaper samples or sandpaper. Have the students select one for gluing on their cover. Use a heavy piece of construction paper for the back and cover of the book.

   b. Make a page with the leaf picture and sign (see supplemental materials). Many stationary stores sell stickers that smell like fall leaves. If you can get them, have the students stick a smell sticker on their leaf.
   c. Paper clip the leaf stencil to this page with the writing: "Let me chose from a red, orange, brown or yellow crayon and draw my own leaf."
   d. Paper clip the leaf from the stencil that is attached to a string to the page that says: We can hang this leaf in my room. Move the leaf around and see if I can follow it with my eyes. If you hide it behind your back, can I find it?
   e. Paper clip several real leaves the student has collected to a white piece of paper that says: Put the leaf under the paper and help me use a crayon to make a print.
   f. End the book with a copy of the poem "Falling Leaves" and two crepe paper streamers attached (see supplementary materials).

Individual Student's Expected Response to Activity:

DISCOVERY CENTER

Fine Motor: **Develops basic hand and arm movements**

1. Learns/improves/maintains reaching skills
2. Learns/improves/maintains ability to grasp and release objects

Fine Motor: **Improves object manipulation & bilateral hand coordination**

3. Learns/improves/maintains ability to manipulate objects
4. Learns/improves/maintains ability to use tools to perform tasks

Fine Motor: **Improves perceptual motor skills** (Many of which involve cognitive abilities)

5. Learns/improves/maintains visual tracking skills
6. Learns/improves/maintains visual perceptual skills
7. Learns/improves/maintains tactile perceptual skills
8. Learns/improves/maintains body image/spatial relations

Sensory: **Improves postural security**

9. Improves postural security in space
10. Improves/develops postural security while on movable/elevated surface

Sensory: **Processes perceptual stimuli**

11. Processes tactile stimuli
12. Processes auditory stimuli
13. Processes visual stimuli
14. Processes stimuli related to temperature/taste/smell

Leisure/Recreation: **Plays in sand/water**

15. Plays in sand
16. Plays in water

Cognitive: **Acquires learning skills**

17. Increases motivation to interact
18. Attends to instructor/task

100 mm
A5
1.0
1.1
1.25
1.4
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2.2
2.5
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1.5 mm
2.0 mm
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abcdefghijklmnopqrstuvwxyz
1234567890

UNIT: **AUTUMN ANTICS/APPLES**

CONTENT: Discovery

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

The materials for this activity include recordings of "Don't Sit Under the Apple Tree" by The Andrew Sisters; real apples, apple cut-out taped on mirror, plastic apple tied to branch, applesauce, apple juice. Work on the following objectives in this group of no more than 8 students.

"Day At The Apple Orchard"

1. Encourage students to respond to name and mirror image as you do the "get acquainted" activity. Tape a large apple cut-out over a hand held mirror. Ask, "Where is Mason, the "apple of my eye? There he is!" - show student his image in mirror. Repeat for the entire group. (6,12,17,18)

2. Suspend a plastic apple from a branch using a string. Students are to reach for the apple, hit it, touch it, etc. Then hold the branch over the student and sing "Don't Sit Under The Apple Tree" to the student. (1,2,5,17,18)

3. Introduce a real apple to the students. Pass it around and encourage tactile exploration and holding. Cut the apple in half and let students smell and encourage the students to explore the apple through taste. (1,3,6,7,14,17)

4. Have a tasting station. Let students sample apple juice and applesauce. Record preferences on a chart. Use the information to encourage students to communicate any intent they have for "MORE APPLES". (14,17,18)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS/FALL SPORTS**

CONTENT: Discovery

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

This activity is conducted in honor of the upcoming world series of baseball. The instructor should wear a Tiger hat and T-shirt. Other materials needed are: baseball mitt; whiffle ball suspended by string; assorted balls (nerf, beachball, golf, rubber, tennis, textured); bats (plastic or foam); record "Take Me Out To The Ballgame".

1) Get the team together and call everyone's name on the roster. (12,18)

2) Pass around a baseball mitt for students to put their hands in. Place a ball in the mitt and tell students that's how ballplayers "catch". (3,7,11)

3) Suspend a ball over the students head and have him track, hit, bat at the ball. (1,2,5,6)

4) Place a variety of balls around for the students to reach for, grasp and manipulate. Name the type of ball as they pull it out of the bag. (1,2,3)

5) Have students hold onto a ball while two of them race to a finish line. (2,10)

6) Suspend the ball again. Pass around a bat for the student to hold and hit the suspended ball. If necessary, use the large punch ball so the student has a larger target. (1,2,3,4,6)

7) End the activity by listening and "singing" to "Take Me Out To The Ballgame". (12,17)

Individual Student's Expected Response to Activity:

UNIT: **AUTUMN ANTICS (LEAVES)**

CONTENT: Discovery

AGE GROUP: Elementary/Middle School

ACTIVITY: (Include materials, special set-up, objectives to stress at different points during activity.)

The materials needed for this activity include: plastic tub filled with leaves brought in from outdoors, apple, record "Autumn Leaves" by Roger Williams, crepe paper streamers of red, yellow orange, brown; autumn items such as gourds, apples, pinecones, twigs, flowers, acorns, etc; bag; garbage bag. Work on the following objectives with no more than 8 students.

"Fall Games to Play"

1. After the group is together and names have been called, bring out the tub filled with leaves. Encourage students to place hands in tub and move around leaves. Hide an object in the leaves and let the student search for it. (1,2,6,7,17,18)

2. Tie crepe paper to the students' arms and legs and have them move to music to imitate falling leaves. The sight of the trailing crepe paper is a reminder of where a "limb" has moved. (5,8,12,17,18)

3. Place a variety of autumn items in a bag. Have students reach in to grasp objects. (1,2,3,7,17)

4. Take students outside for a walk and reinforce any changes in facial expression or other indicators of awareness as they experience outdoor environmental stimuli. Do some of these activities while outdoors:

   - Lower a branch on a tree that students are under so they can reach up and pull leaves off. Collect leaves and put them in a brown paper bag. (1,2,6,18)
   - Crumble the leaves in the bag. Have students reach hands in the bag and feel them. (1,2,11)
   - Collect a large pile of leaves in a garbage bag and dump over students. (11,17,18)

Individual Student's Expected Response to Activity:

HOME MANAGEMENT

Self Care: Learns eating skills

1. Drinks from a bottle
2. Drinks liquid from a cup/straw
3. Eats food from a spoon/fork
4. Feeds self finger foods
5. Feeds self using utensils
6. Gets own drink

Self Care: Learns toileting skills

7. Demonstrates readiness for/begins process of toilet training
8. Follows appropriate toileting procedure

Self Care: Learns dressing skills

9. Removes outside clothing
10. Removes inside clothing
11. Puts on outside clothing
12. Puts on inside clothing
13. Opens clothes fasteners
14. Closes clothes fasteners

Independent/Functional Living: Learns skills related to planning/preparing/eating meals

15. Learns skills specific to eating in cafeteria
16. Lerns skills specific to preparing and eating "sack lunch"
17. Plans menu and shops for groceries
18. Prepares family-style meal
19. Sets table and eats
20. Cleans kitchen after eating

Independent/Functional Living: Learns clothing care skills, wearing, laundering, shopping

21. Learns advanced dressing skills
22. Shops for clothes
23. Cares for clothes (e.g. washing, repairing)

Independent/Functional Living: Learns skills related to health and safety

24. Learns good health practices and takes medication responsibly
25. Follows indoor safety procedures
26. Follows outdoor safety procedures
27. Follows basic first aid procedures

Independent/Functional Living: Improves interpersonal skills

28. Learns skills related to family interaction
29. Learns information related to sexuality

HOME MANAGEMENT continued

Leisure/Recreation: Cares for pets and plants

30. Cares for a pet
31. Cares for plants

Leisure/Recreation: Plays with toys, games, computers/has a hobby

32. Plays with toys
33. Plays table games and electronic/computer games
34. Completes puzzles
35. Has a hobby/collection

Communication: Learns non-vocal communication skills

36. Learns sign language
37. Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
38. Learns to use electronic devices for communication

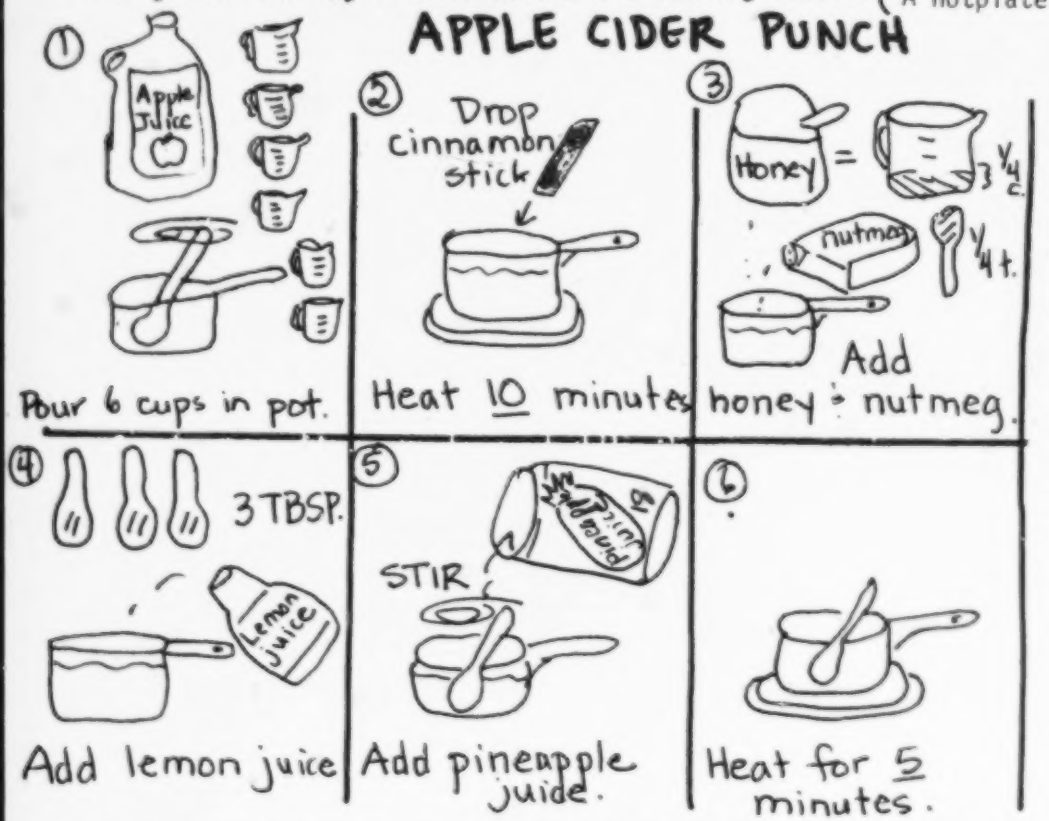
UNIT: AUTUMN ARTICS

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special setup, objectives to stress at different points during the activity). During this unit, the skill stressed is stirring, The teacher should make a large recipe chart of the following recipe to post in the cooking center. Read the recipe and gather the ingrediants before the cooking lesson. (A hotplate is needed for this recipe)

APPLE CIDER PUNCH



1. Pour six cups of apple juice into a pan.
2. Heat juice on burner for ten minutes. Drop in cinnamon stick. STIR.
3. Remove from burner. Add ¼ cup of honey and ¼ teaspoon of nutmeg to juice. STIR
4. Add 3 Tablespoons of lemon juice to juice. STIR
5. Add an 18 ounce can of pineapple juice to pot. STIR.
6. Place on burner and heat for five minutes. STIR.

You can serve warm or cold.

Send the recipe home at the end of the unit for the students who can successfully follow directions. Objectives stressed during cooking include: 2,3,4,5,16,19,20. Also, many fine motor, communication and cognitive objectives can be taught. See the integrated arts and current events for specific instructional objectives. Jot down the ones you wish to work on.

Individual Student's Expected Response to Activity:

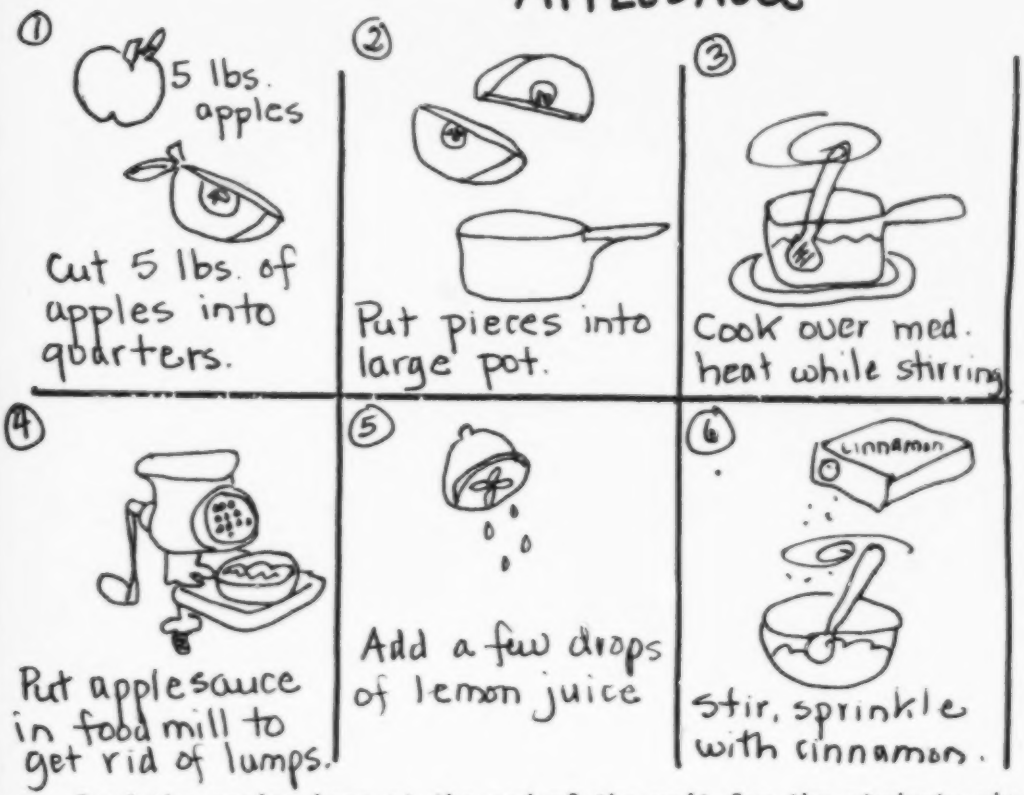
UNIT: AUTUMN ARTICS

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special setup, objectives to stress at different points during the activity). During this unit, the skill stressed is stirring, The teacher should make a large recipe chart of the following recipe to post in the cooking center. Read the recipe and gather the ingrediants before the cooking lesson.

APPLESAUCE



You will need a food mill and an electric plate for this cooking experience. It will also give the students two different types of stirring...with the food mill and the pot.

1. Assist the students in cutting five pounds of apples into quarters.
2. Drop the pieces into a large pan (yes, peels, seeds and all).
3. Heat over medium heat, stirring while cooking.
4. Put the apples through the food mill to get rid of the lumps.
5. Add a few drops of lemon juice and stir.
6. Add a few shakes of cinnamon and stir.

Send the recipe home at the end of the unit for the students who can successfully follow directions. Objectives stressed during cooking include: 2,3,4,5,16,19,20. Also, many fine motor, communication and cognitive objectives can be taught. See the integrated arts and current events for specific instructional objectives. Jot down the ones you wish to work on.

Individual Student's Expected Response to Activity:

UNIT: AUTUMN ARTICS

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special setup, objectives to stress at different points during the activity). During this unit, the skill stressed is stirring, The teacher should make a large recipe chart of the following recipe to post in the cooking center. Read the recipe and gather the ingrediants before the cooking lesson.

SINGLE HOT COCO

1. Pour heated water into a one cup measuring cup.
2. Pour water from measuring cup into mug.
3. Open up individual packet of cocoa mix and dump into the water in the mug.
4. STIR well.
5. Drop marshmallows into the cup.
6. Drink and enjoy.

Students may pour this into a thermos to drink later at the "football" game.

Send the recipe home at the end of the unit for the students who can successfully follow directions. Objectives stressed during cooking include: 2,3,4,5,16,19,20. Also, many fine motor, communication and cognitive objectives can be taught. See the integrated arts and current events for specific instructional objectives. Jot down the ones you wish to work on.

Individual Student's Expected Response to Activity:

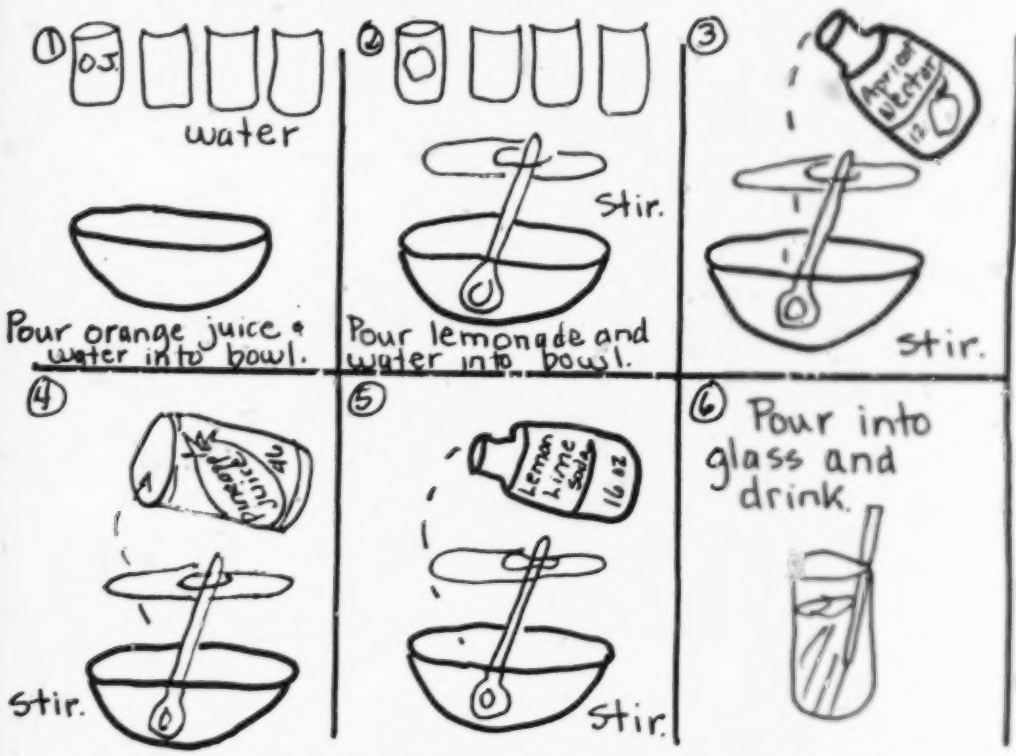
UNIT: AUTUMN ANTICS

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special setup, objectives to stress at different points during the activity). During this unit, the skill stressed is stirring, The teacher should make a large recipe chart of the following recipe to post in the cooking center. Read the recipe and gather the ingrediants before the cooking lesson.

"Golden Punch"



DIRECTIONS:

1. Empty 1 can of thawed, frozen orange juice into bowl. Add three cans of water.
2. Empty 1 can of thawed, frozen lemonade into bowl. Add three cans of water. STIR
3. Empty 1 12.oz. bottle of apricot nectar into bowl. STIR
4. Empty 1 46 oz. can of pineapple juice into bowl. STIR
5. Empty 1 chilled bottle of 16 oz. carbonated lemon-lime soda into bowl. STIR.
6. Pour into glasses and drink.

PRIOR to cooking, you may wish to have the students identify the containers and match to plastic fruits or pictures.

Send the recipe home at the end of the unit for the students who can successfully follow directions. Objectives stressed during cooking include: 2,3,4,5,16,19,20. Also, many fine motor, communication and cognitive objectives can be taught. See the integrated arts and current events for specific instructional objectives. Jot down the ones you wish to work on.

Individual Student's Expected Response to Activity:

UNIT: AUTUMN ARTICS

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special setup, objectives to stress at different points during the activity). During this unit, the skill stressed is stirring, The teacher should make a large recipe chart of the following recipe to post in the cooking center. Read the recipe and gather the ingrediants before the cooking lesson.

"PARTY MIX"

1. Empty large bag of shelled peanuts into bowl.
2. Empty large bag of small pretzel sticks into bowl. STIR.
3. Empty large bag of popcorn into bowl. STIR
4. Empty bag of pizza flavor goldfish into bowl. STIR
5. Empty large bag of raisins into bowl. STIR.
6. Scoop into individual dixie cups for eating.

Send the recipe home at the end of the unit for the students who can successfully follow directions. Objectives stressed during cooking include: 2,3,4,5,16,19,20. Also, many fine motor, communication and cognitive objectives can be taught. See the integrated arts and current events for specific instructional objectives. Jot down the ones you wish to work on.

Individual Student's Expected Response to Activity:

UNIT: AUTUMN ARTICS

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special setup, objectives to stress at different points during the activity). During this unit, the skill stressed is stirring, The teacher should make a large recipe chart of the following recipe to post in the cooking center. Read the recipe and gather the ingrediants before the cooking lesson.

COCO-KRISPIES FOR 2

1. Add two tablespoons of corn syrup to bowl.
2. Add two tablespoons of peanut butter to bowl and STIR.
3. Add ½ cup of powdered sugar to bowl and STIR.
4. Add 1 cup of Coco-Krispies to bowl and STIR.
5. Partners shape into balls.
6. Roll balls in extra coco-krispies.

NOTE: This recipe is enough for two. Have students pick a friend and work in pairs.

Send the recipe home at the end of the unit for the students who can successfully follow directions. Objectives stressed during cooking include: 2,3,4,5,16,19,20. Also, many fine motor, communication and cognitive objectives can be taught. See the integrated arts and current events for specific instructional objectives. Jot down the ones you wish to work on.

Individual Student's Expected Response to Activity:

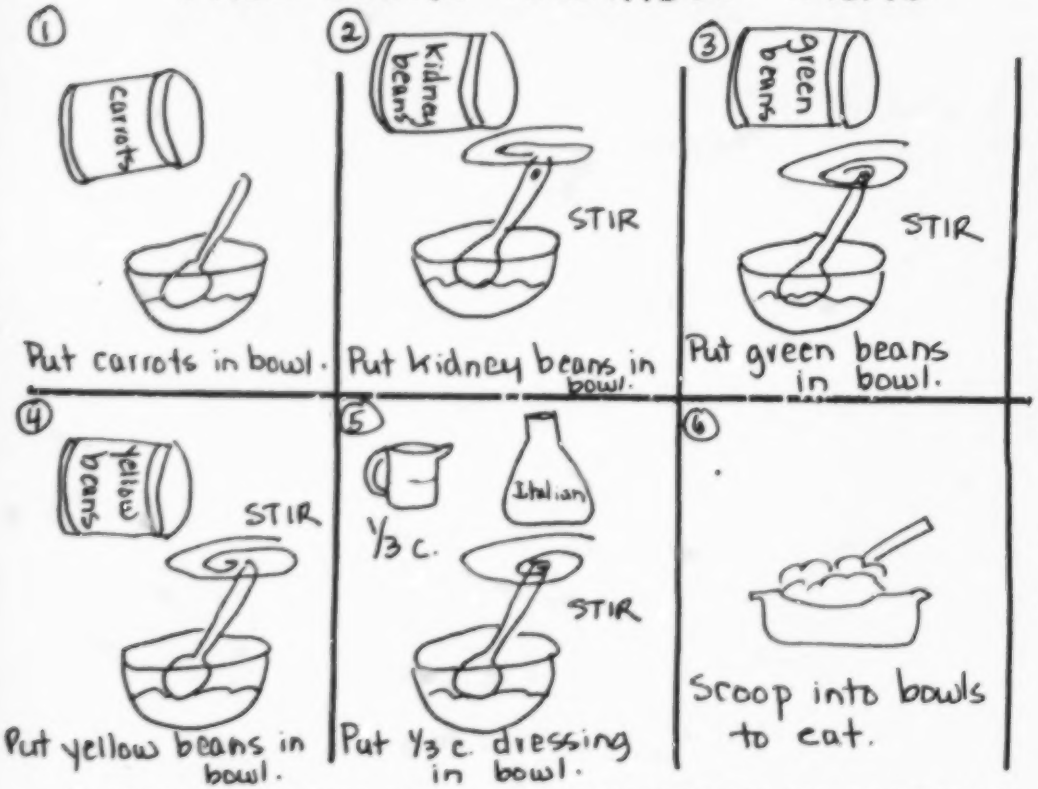
UNIT: AUTUMN ANTICS

CONTENT: HOME MANAGEMENT/COOKING

AGE GROUP: ELEMENTARY/MIDDLE SCHOOL

ACTIVITY: (Include materials, special setup, objectives to stress at different points during the activity). During this unit, the skill stressed is stirring, The teacher should make a large recipe chart of the following recipe to post in the cooking center. Read the recipe and gather the ingrediants before the cooking lesson.

FALL COLOR VEGETABLE SALAD



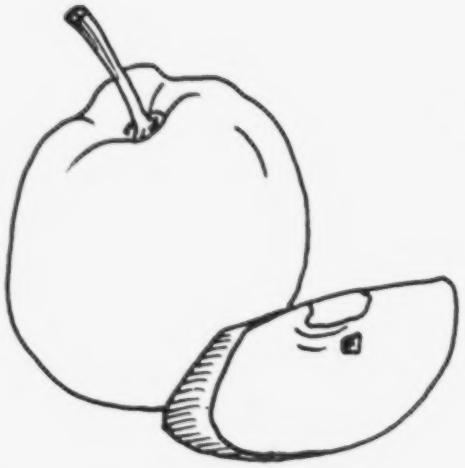
1. Open can of carrots and dump into bowl.
2. Open can of kidney beans and dump into bowl. STIR
3. Open can of green beans and pour into bowl. STIR
4. Open can of yellow beans and pour into bowl. STIR
5. Pour 1/3 cup of Italian salad dressing into bowl. STIR.
6. Have students scoop into individual bowls and eat.

NOTE: This is a good activit to ask students to name color as they are cooking.

Send the recipe home at the end of the unit for the students who can successfully follow directions. Objectives stressed during cooking include: 2,3,4,5,16,19,20. Also, many fine motor, communication and cognitive objectives can be taught. See the integrated arts and current events for specific instructional objectives. Jot down the ones you wish to work on.

Individual Student's Expected Response to Activity:

eat



apple

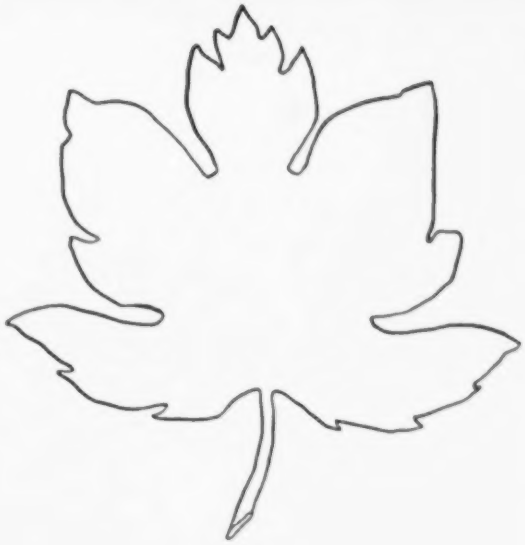
drink

baseball

football

cheer

FALL



leaf

tree

red square

brown square

yellow square

AUTUMN

Week of_____

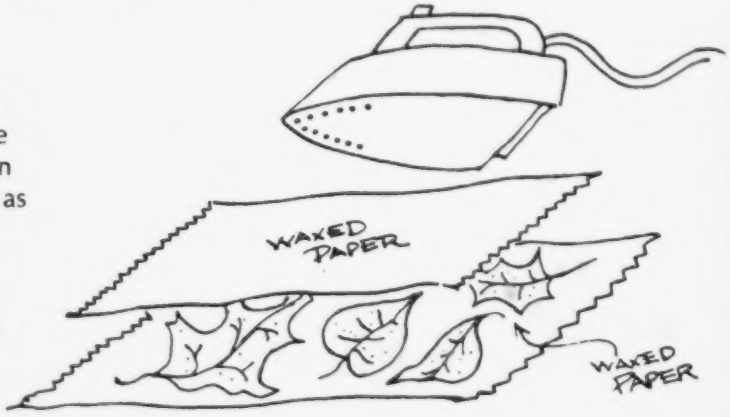
This unit helps to acquaint your child with seasonal changes which adults might take for granted. Remember that a young child has observed few fall seasons and may not have yet understood the changes that regularly occur. This is a good time for parents and children to enjoy the out of doors together using touch, sights, sounds, and words to increase the child's knowledge of the beauty and changes the season brings. Try some of the following activities to expand your child's knowledge of the world in which he/she lives:

1

Take a nature walk with your child in a wooded area if possible. Make a "collage bracelet" by turning a piece of masking tape sticky side out. Collect small items on bracelet or carry a bag for collectables such as acorns, nuts, seed pods, pine cones, etc. See how many different animals, birds, insects you can see. Watch the squirrels, listen for nature sounds, and talk about where the animals live and how they get ready for winter by storing food. Turn over some rocks and find worms, or insects.

2

Let your child select a few of the most beautifully colored leaves and place them on a piece of waxed paper. Gently press with a warm iron another piece of waxed paper over the leaves as arranged by the child. Cut a frame from cardboard and glue over the picture. Hang in a window for a stained glass effect. Leaves will retain color a long time. These make nice gifts for the child to give to neighbors or shut-ins. You can help your child enjoy sharing beauty with those who can't get out.

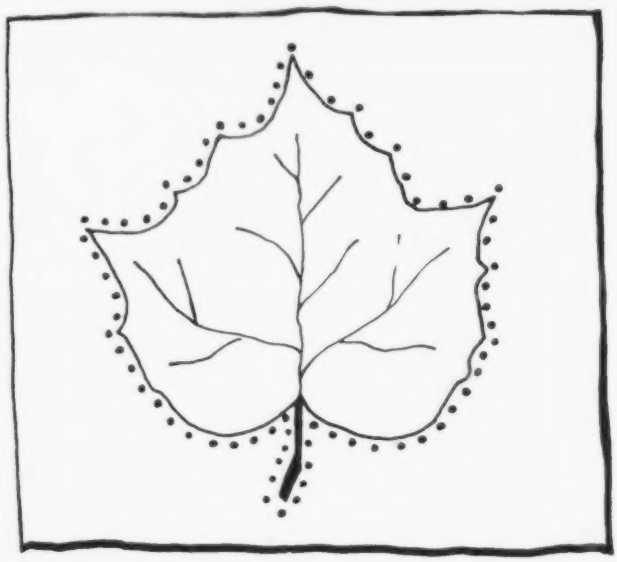


3

Let your child help you rake leaves. The fun can be increased by singing to the tune of "London Bridge is Falling Down."

Autumn leaves are falling down,
falling down, falling down,
Autumn leaves are falling down,
so we're ra-a-king.

Remember that the best part of the fun for a child is the rolling and jumping in the leaf pile when the raking is done. Let the child have this chance to "feel" the fall season.



4

Make a leaf sewing card by tracing around a big leaf on a piece of cardboard about eight inches square. Let your child color the leaf. You can punch holes with a hole puncher or an ice pick at ¾" intervals around the leaf edge. Child can then sew the card using a large blunt needle and yarn or a long shoe string.

5

Make a small wreath from the cones, nuts, acorns, seed pods, sweet gum balls, etc. that your child collects on a nature walk. A wreath can be cut from heavy corrugated cardboard and the child can place the items on the cardboard with glue. Finally a clear spray or varnish can give it a glossy finish. It makes an attractive ornament for door, walls or a nice gift for child to give.

6

Help your child learn "same" and "different" by matching and sorting different types of leaves or different colors of leaves. The child can also sort according to size.

7

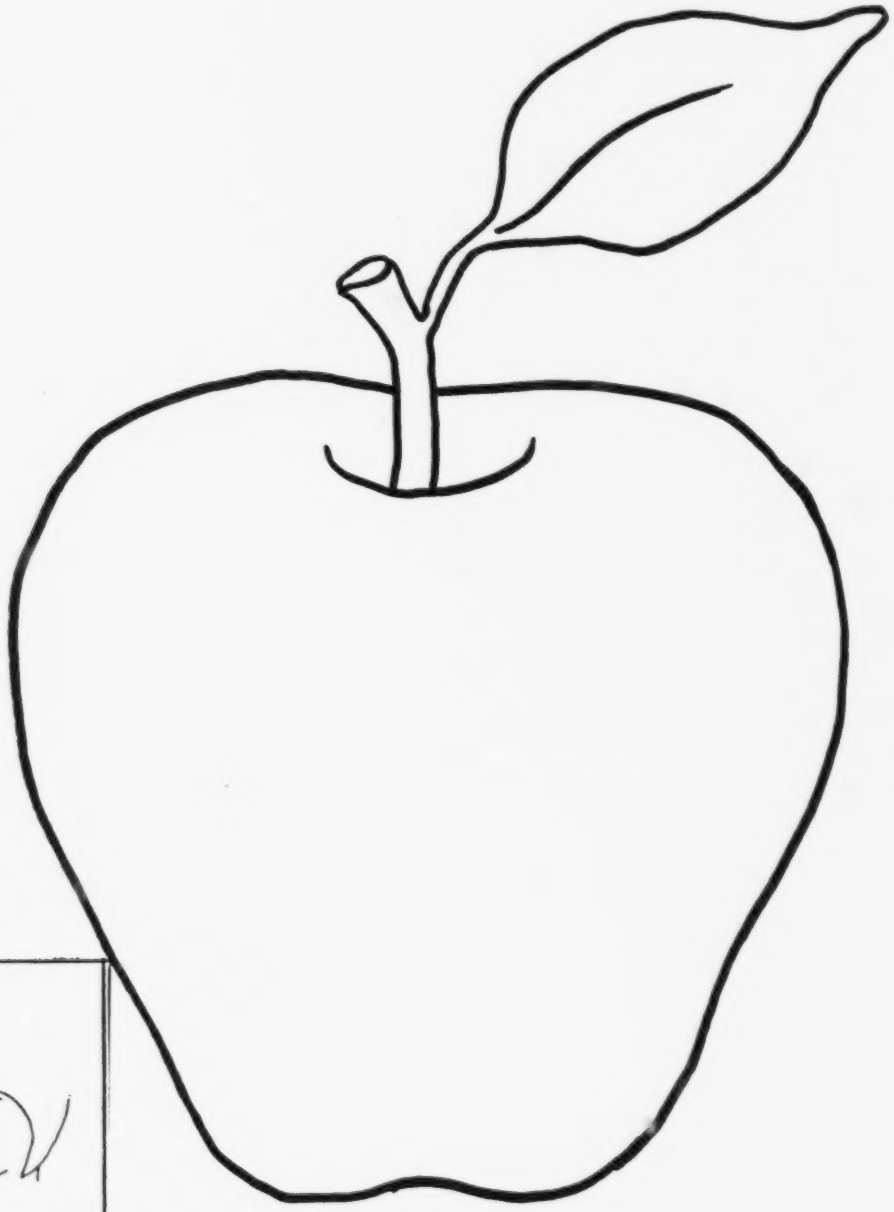
Make some cards that show the sequence of seasons through a tree's changes. Let your child sequence the cards.

Remarks:

Related Children's Books

Kessler, Ethel and Kessler, Leonard. *All for Fall.* New York: Parent's Magazine Press, 1974.
Monecure, Jane. *Fall Is Here.* Elgin, Ill.: Child's World, 1975.
Zolotow, Charlotte. *Say It!* New York: Greenwillow Books, 1980.

Name _____ Date _____



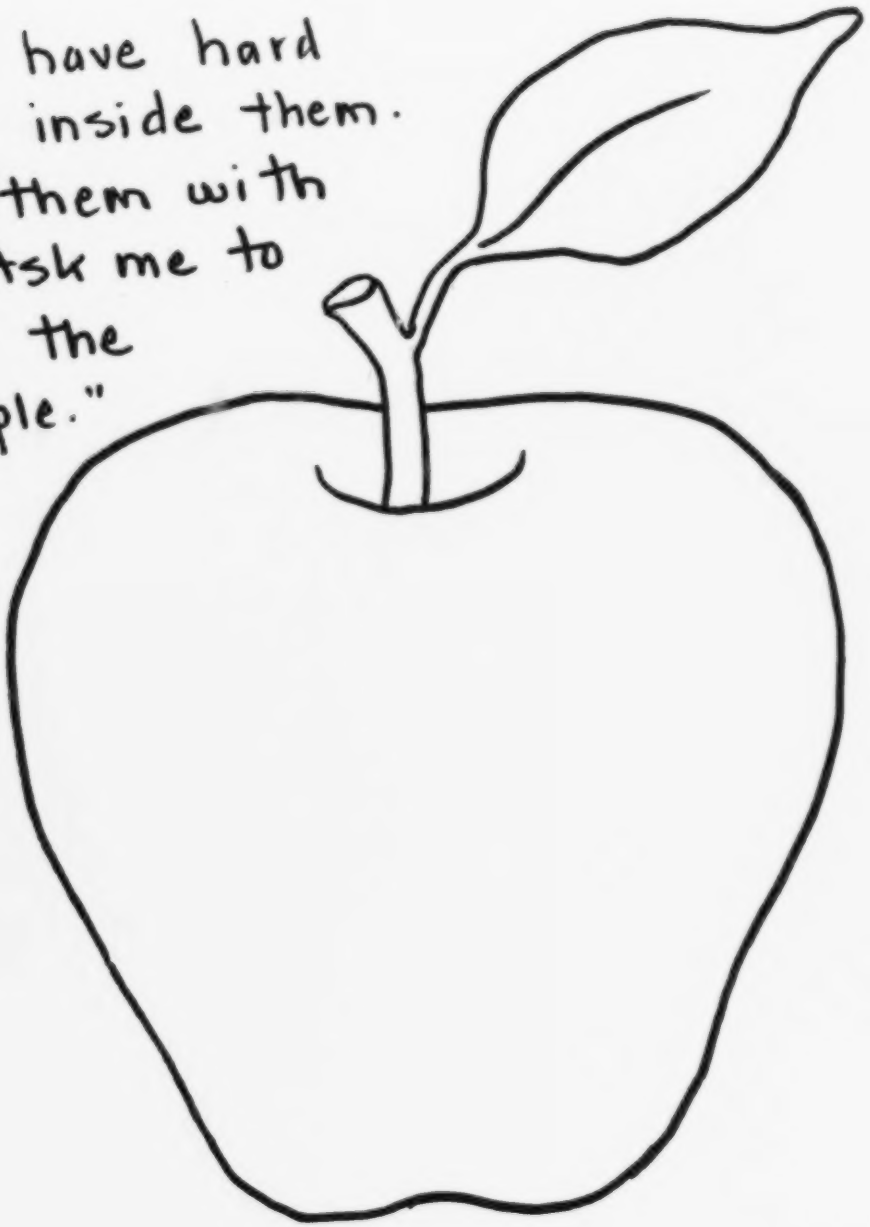
apple
Press knuckle of right index finger into right cheek and twist forward.

apple

s, Inc.
often as necessary for instruction only.

Name _____ Date _____

Apples have hard seeds inside them. Touch them with me. Ask me to "Touch the apple."



apple

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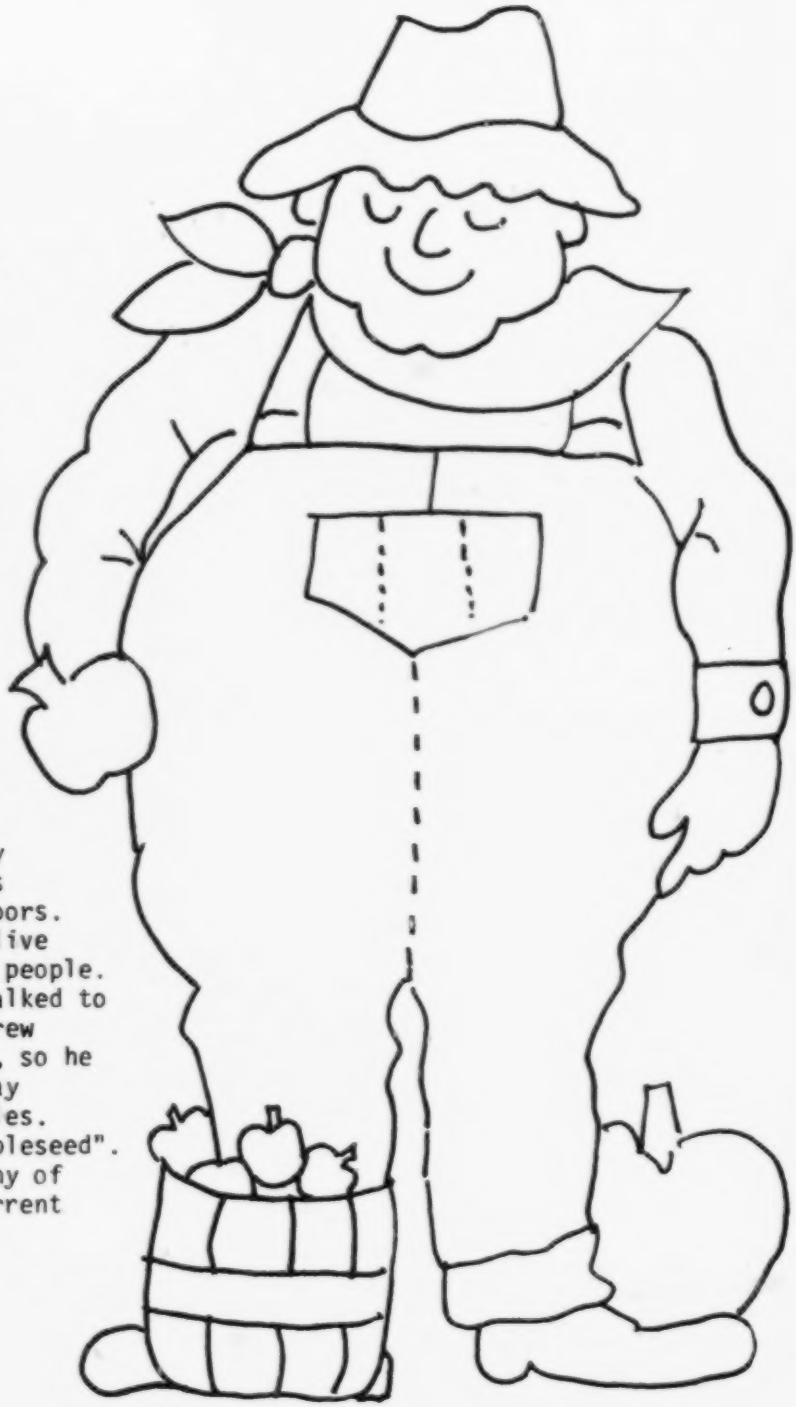
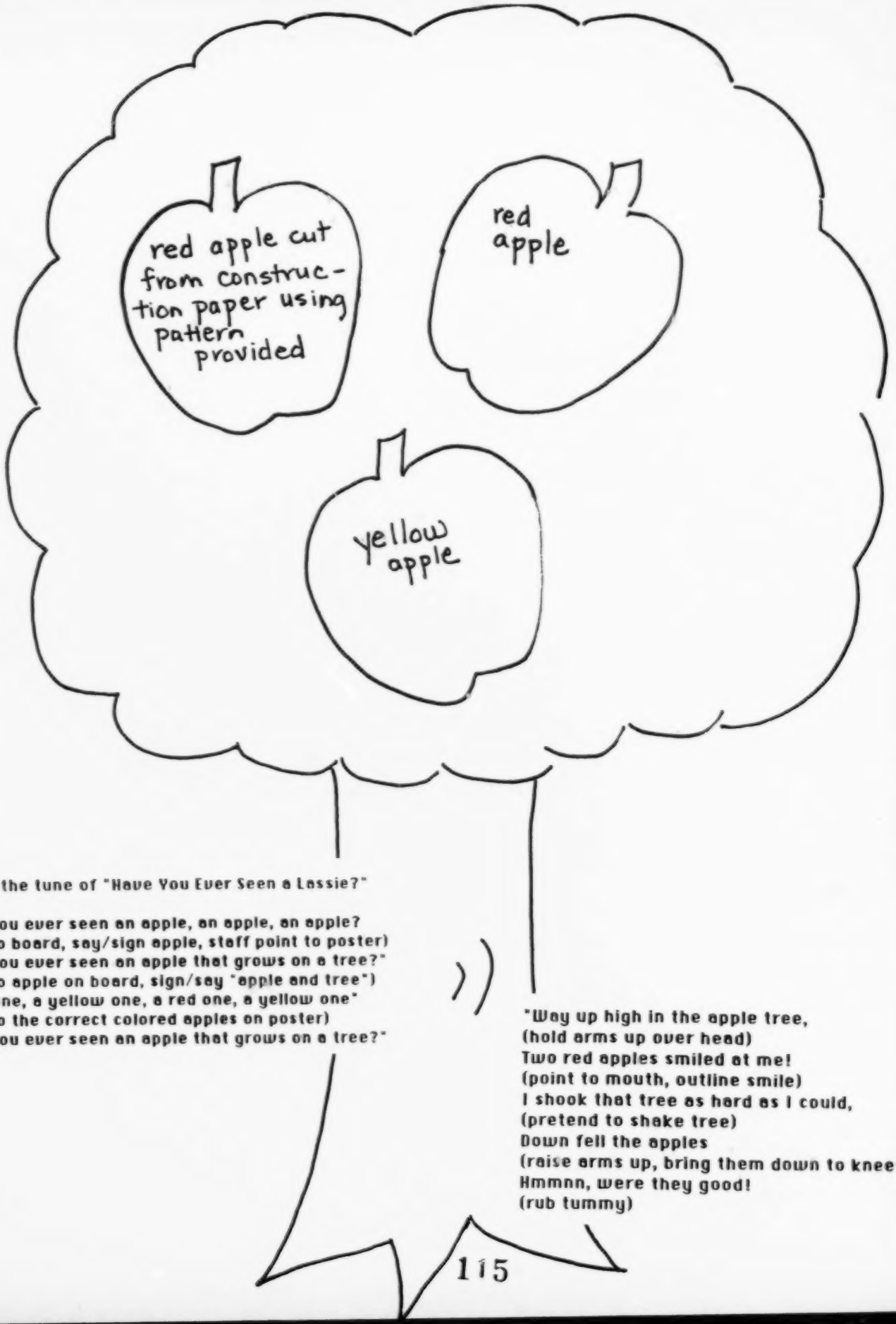
You may reproduce this worksheet as often as necessary for instruction only.

The activity of the "Infrequent Visitor" clearly highlights the concept of entertainment in the name of education. The teacher dresses up as a particular character to teach a variety of objectives. Most frequently, the "visitor" works with the students on language and cognitive skills. This particular "infrequent visitor" is Johnny Appleseed. The costume can consist of bluejeans/overalls, flannel shirt, straw hat and a wicher basket. Place the following props in the wicker basket: bag of seeds (grass), apples, APPLE JACKS, apple cutouts with student's names on them. The instructor can briefly tell the story of Johnny Appleseed. "John Chapman always liked the sun, animals and outdoors. When he grew up, he decided to live outdoors and do nice things for people. He walked through forests and talked to animals and people. He also threw appleseeds everywhere he walked, so he could grow apple trees. That way everyone could always enjoy apples. People nicknamed him "Johnny Appleseed". Johnny Appleseed can then do many of the activities listed in the current events of the teaching unit.



JOHNNY APPLESEED



Sung to the tune of "Have You Ever Seen a Lassie?"

"Have you ever seen an apple, an apple, an apple?
(point to board, say/sign apple, staff point to poster)
"Have you ever seen an apple that grows on a tree?"
(point to apple on board, sign/say "apple and tree")
"A red one, a yellow one, a red one, a yellow one"
(point to the correct colored apples on poster)
"Have you ever seen an apple that grows on a tree?"

"Way up high in the apple tree,
(hold arms up over head)
Two red apples smiled at me!
(point to mouth, outline smile)
I shook that tree as hard as I could,
(pretend to shake tree)
Down fell the apples
(raise arms up, bring them down to knees)
Hmmnn, were they good!
(rub tummy)

Apple Bingo can be played using pictures from the unit's language boards. You can also create cards from seasonal stickers, preferably ones from actual photographs.

Apple Lacing

Using this large apple pattern and red, yellow and green poster board, cut out large apple shapes. Punch holes around the edges. Let your child lace around them with matching heavy weight yarn.

Apple Bingo

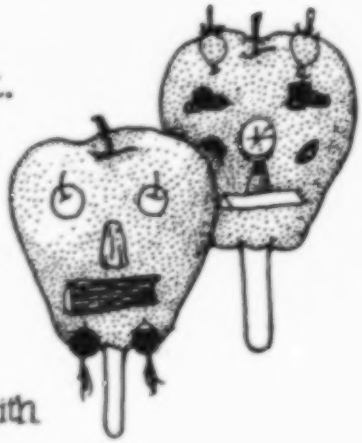
Divide this apple pattern board into 9 sections. Duplicate it as many times as you need. (Or divide pieces of construction paper into 9 sections.) Copy the apple pieces above and lay them on the bingo boards. Give each player markers. Call out an apple piece. Those players who have it on their boards should mark it. Continue until someone has bingo or play until everyone covers her board.

Apple Concentration

Duplicate two sets of the small apple pieces. Cut them out. Turn them all face down on the table or rug. The first player turns two pieces over. If they match the player keeps them. If not she turns them back over. Continue with each player trying to find the matching pieces. The game ends when all of the pieces have been matched.

Apple
Fun

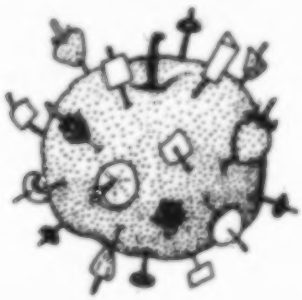
Make Apple Puppets.



Each child will need an apple and a popsicle stick. Put out toothpicks and a variety of garnishes and your children will end up with outlandish puppets that they can eat.

Make Apple Satelites.

Each child will need an apple. Toothpicks topped with a variety of foods make good antennae:



- cheese chunks
- chicken chunks
- banana slices
- pineapple chunks
- raisins
- celery slices...

Add apples to your water play.

I have seen young children spend the whole morning washing, drying, and shining apples. When the apples are clean, dry, and ready, they are gobbled up for snack or dessert.

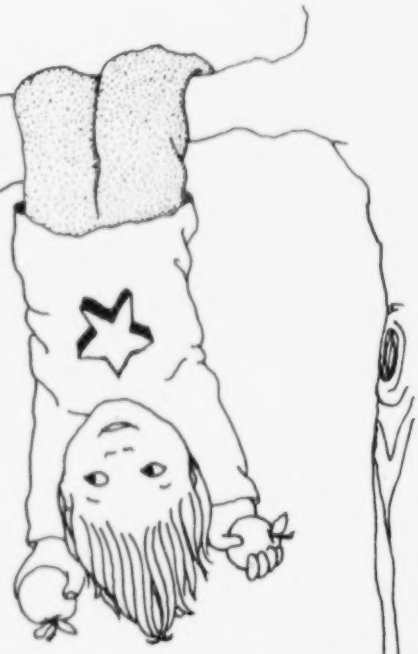
Buy Red Apples

Traditional

Here's a real, honest-to-goodness apple picking song.

This song began in an apple orchard and was passed on from apple picker to apple picker and on to someone at the Bank Street College of Education in New York City and from there to Chris Raskind, the music teacher at Columbus School in Norwalk, Ct., and from her to my daughter Emily, and from Emily to me, and from me to you.

This song goes a-traveling on and on.



Apple Picking Song

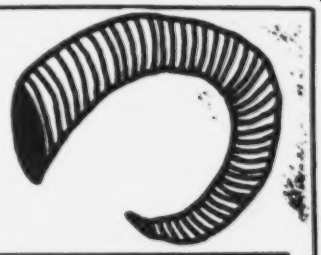
verse: same tune

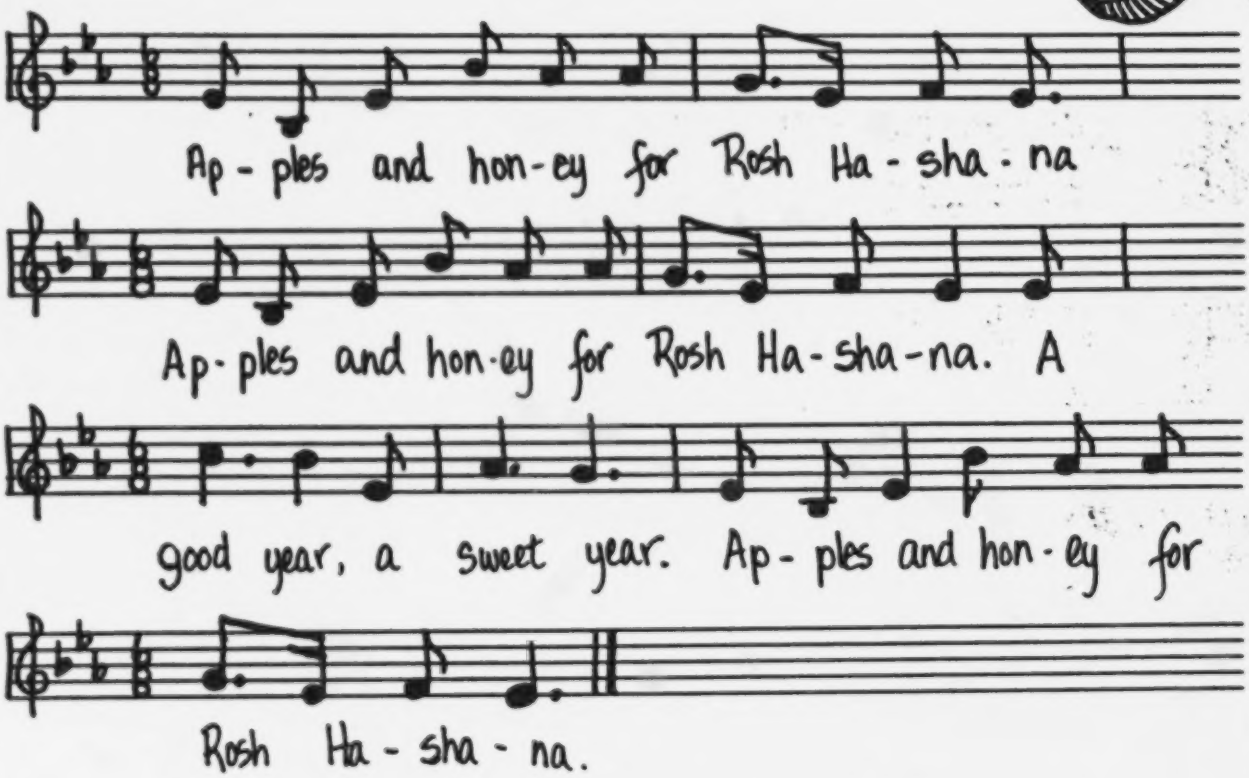
I wake up in the morning before the sun
won't be back until the day is done.
My pick ax is heavy and my shoulders are sore.
I'll be back tomorrow to pick some more.

ROSH HASHANA

The Jewish New Year

Author unknown




Ap - ples and hon - ey for Rosh Ha - sha - na
Ap - ples and hon - ey for Rosh Ha - sha - na. A
good year, a sweet year. Ap - ples and hon - ey for
Rosh Ha - sha - na.

Some ways to celebrate the Jewish New Year

Rosh Hashana, the celebration of the Jewish New Year, will begin the evening of September 23 and be celebrated through September 25.

The wish for a good and sweet year is evident in the food eaten this holiday. The traditional challah bread is sweetened with raisins for Rosh Hashana. Apples dipped in honey are also enjoyed.

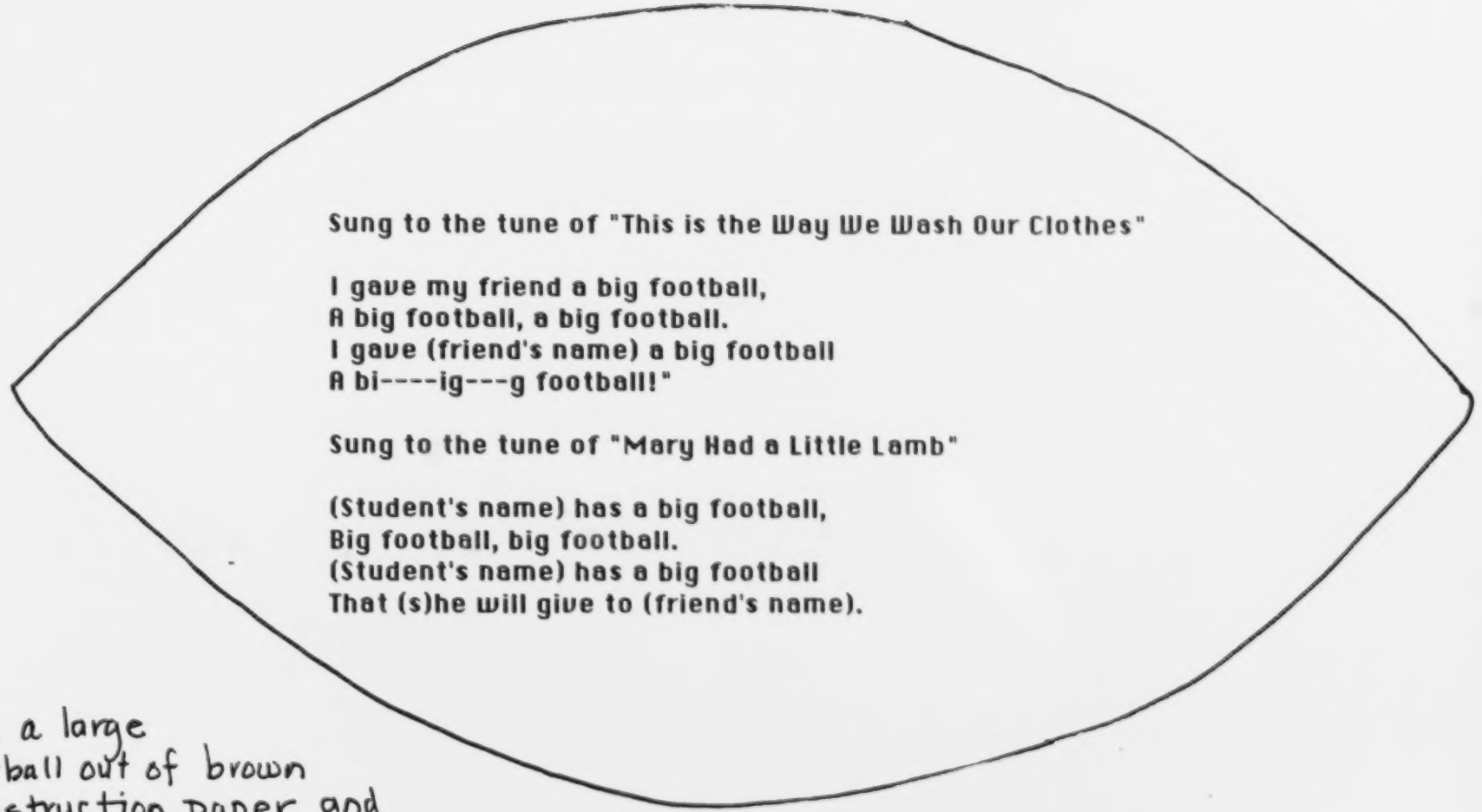
Here are some ways you might wish to celebrate the Jewish new year with your children:

✡ A *shofar*, or ram's horn, is blown. (You might wish to use a horn or a kazoo.)

✡ Wish everyone a happy new year!

✡ Sing the song "Rosh Hashana" (above).

✡ Dip apple slices in honey and eat them, remembering that they symbolize a wish for a good and sweet year.


Sung to the tune of "This is the Way We Wash Our Clothes"
I gave my friend a big football,
A big football, a big football.
I gave (friend's name) a big football
A bi----ig---g football!"
Sung to the tune of "Mary Had a Little Lamb"
(Student's name) has a big football,
Big football, big football.
(Student's name) has a big football
That (s)he will give to (friend's name).

Make a large football out of brown construction paper and mount on poster board. You can also use this pattern for your weekly "Take Me Home" Experience story.

YOU'RE THE GREATEST!

To _____

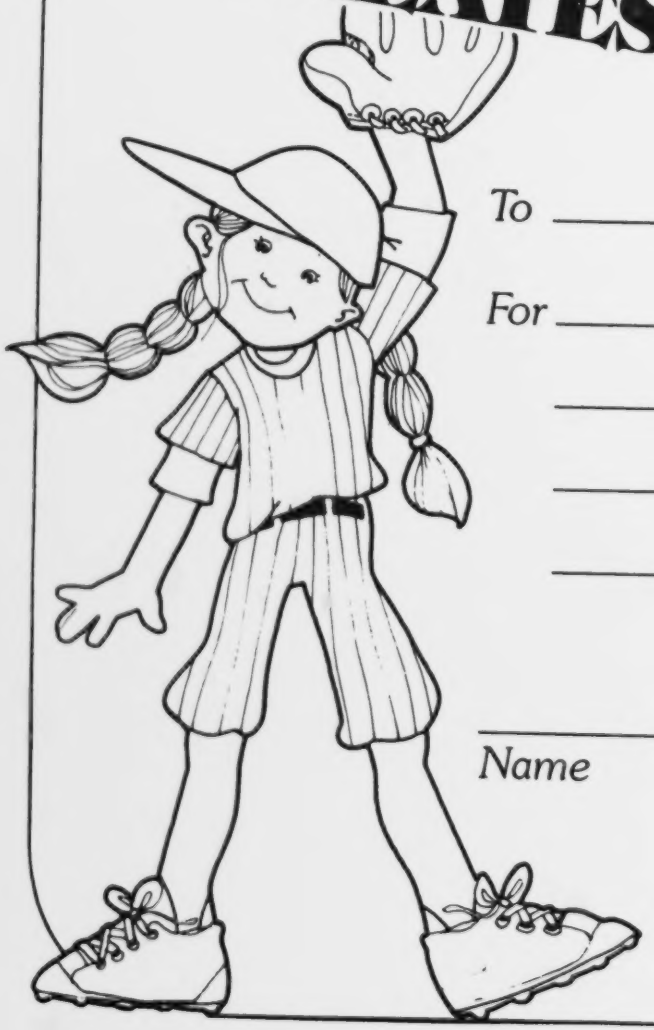
For _____

_____

_____

Name

You're the GREATEST!



To _____

For _____

_____

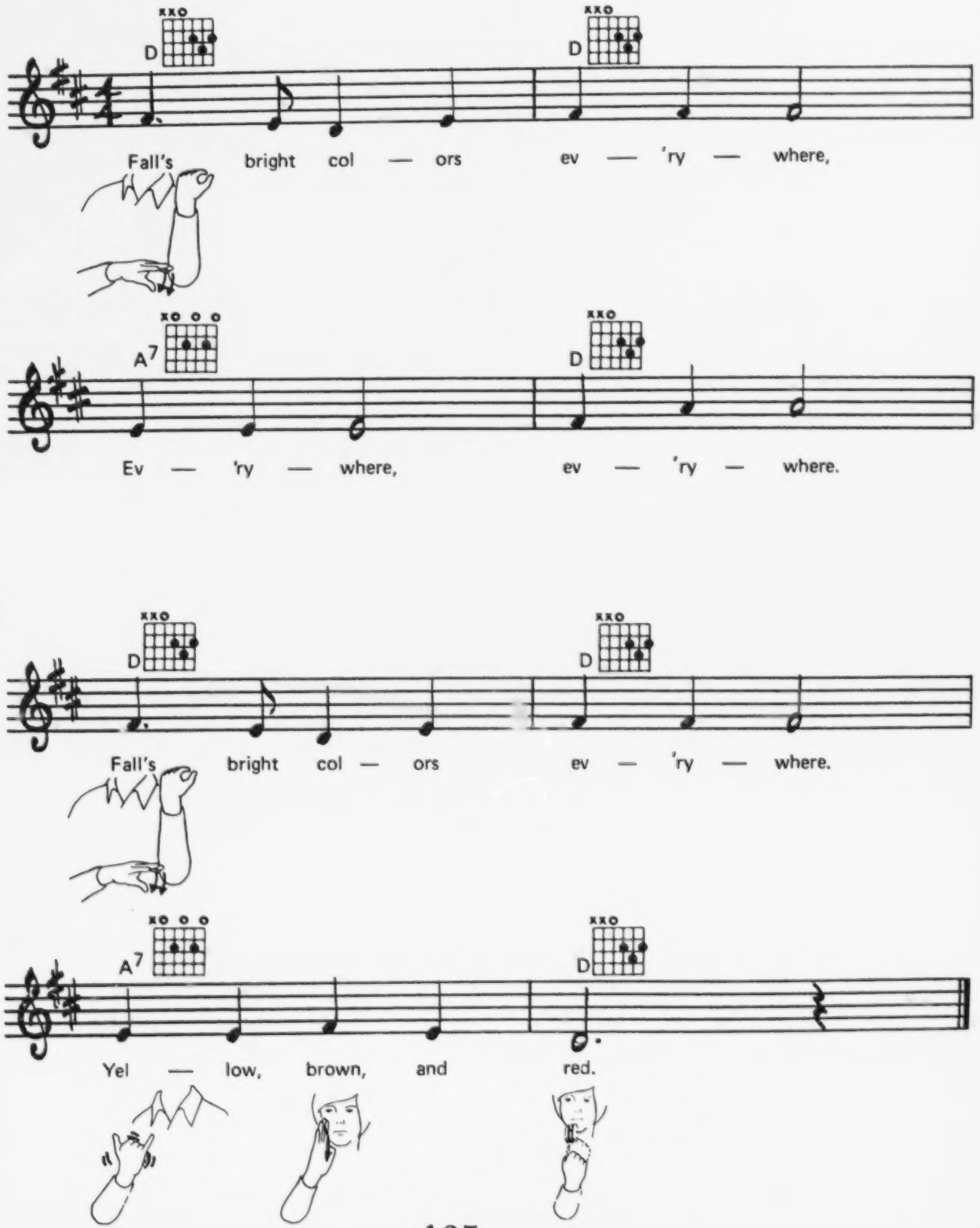
_____

_____

_____

Name

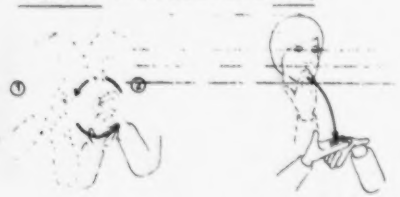
Tune: *Mary Had a Little Lamb*
Traditional



(Sign the underlined words.)

VERSE 2:

Weather is so cool and fair,



(sign GOOD)

Cool and fair, cool and fair.
Fall's bright colors ev'rywhere,
Yellow, brown, and red.

VERSE 3:

Leaves are falling from the trees,

From the trees, from the trees.
Fall's bright colors ev'rywhere,
Yellow, brown, and red.

VERSE 4:

Daddy rakes up all the leaves,

All the leaves, all the leaves.
Fall's bright colors ev'rywhere,
Yellow, brown, and red.

VERSE 5:

School days now have just begun,

Just begun, just begun.
Fall's bright colors ev'rywhere,
Yellow, brown, and red.

VERSE 6:

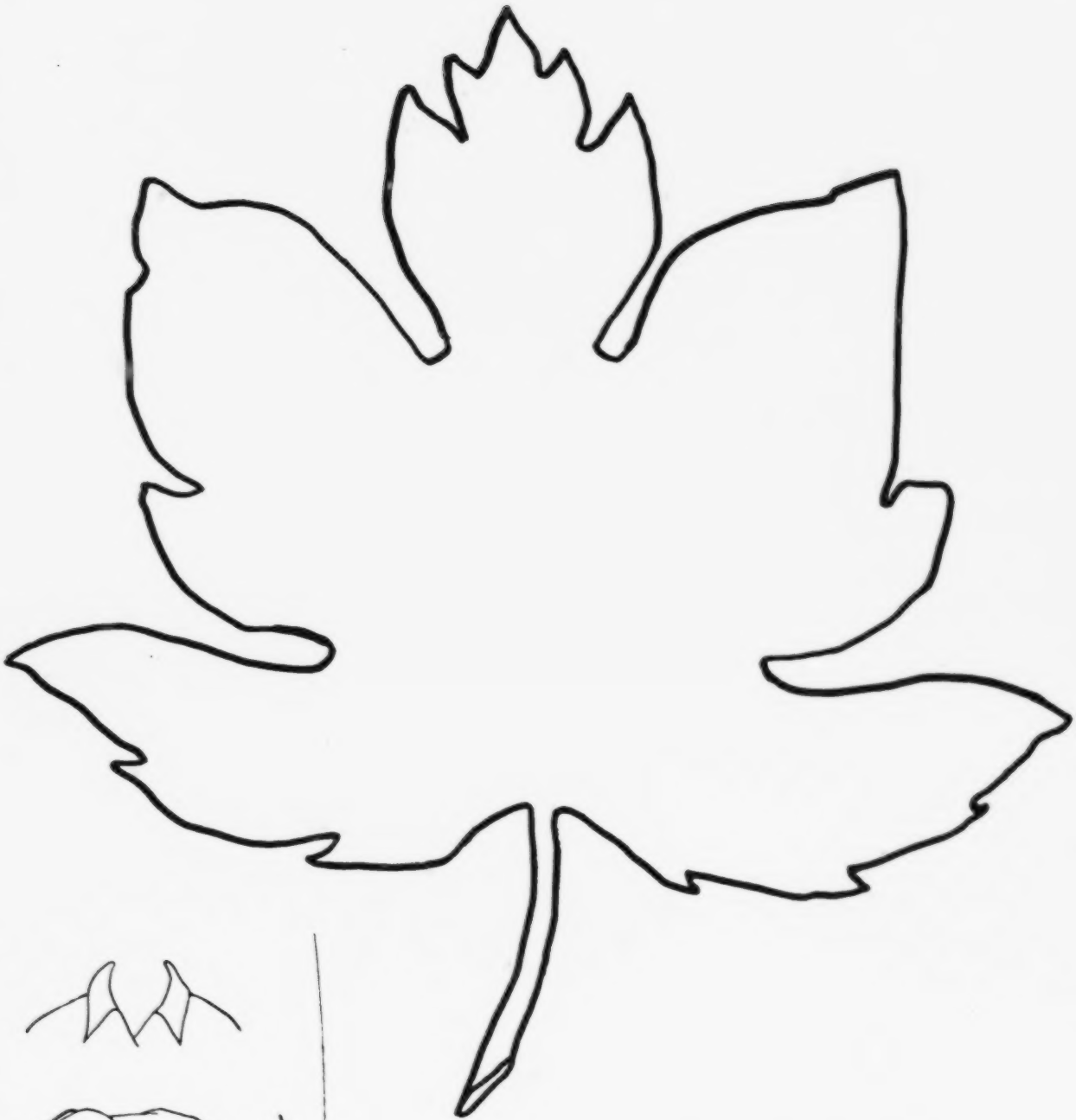
I think Fall is so much fun,

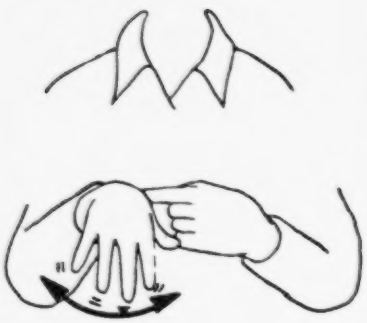
(sign HAPPY)

So much fun, so much fun.
Fall's bright colors ev'rywhere,
Yellow, brown, and red.

"Fall Leaves"

Little leaves
fall gently
down.
Red and Yellow
Orange and Brown,
Whirling, Whirling
round and round,
Quietly without a sound.
Falling softly to the
ground
Down and
Down and
Down and
Down.





leaf

leaf
One shape LH palm in, tip right. Place right wrist over left index and move hand back and forth.

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Unit Review Sheet

Week of:

Unit Theme:

Activities used and comments: (list content area and name of activity, include any modifications you made, variations needed, etc. Use additional paper, if needed.

1.

2.

3.

4.

5.

Resource books used to supplement lesson plans:

1.

2.

.

Additional ideas for weekly unit: (use back of sheet if necessary)

Language/current event ideas:

Songs/Games/Storytelling:

Integrated arts (visual arts, drama, creative movement)

Field trips/community resources:

Any additional activities you have done should be written up on the attached activity sheet. Include your name and school. Reproduce the sheet as necessary.

Name:

School:

Individual Student's Expected Response to Activity: